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ABSTRACT

This annotated bibliography presents abstracts of publications which focus on finding new directions for implementing career practices within the classroom. It is limited to programs, practices, and techniques which are operational or have demonstrated potential for enhancing the process of career development. The emphasis is on relevance and applicability for comprehensive programs of occupational and career guidance. Chapter I is concerned with theoretical implications, applications, and a survey of computer based guidance systems. Chapter II summarizes many new models and techniques for guidance which view vocational behavior as a developmental process rather than as an event. The material in Chapter III deals with career development conferences and Chapter IV describes examples of programs designed to realize the ultimate criteria of a vocationally mature individual. Chapter V discusses career exploration achieved vicariously via games, simulation practices and guidance kits which encourage student activity and involvement. The intent of Chapter VI is to summarize recently developed instrucments for measuring vocational behavior and Chapter VII illustrates the preponderance of approaches for providing occupational information and orientation. (RSM/Author)

Facilitating Career Development:

An Annotated Bibliography

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FACILITATING CAREER DEVELOPMENT:

AN ANNOTATED BIBLIOGRAPHY

Final Report -- Project RDB-A0-004

LARRY J. BAILEY, Editor
Technical and Industrial Education
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Carbondale, Illinois

July, 1970

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The Research Development Unit of IBVER, and especially Mr. Robert Gray and Dr. John Klit, should be applauded for their efforts in implementing the directives of the Vocational Education Acts of 1963 and 1968. They are two of a growing number of professionals who recognize the compatability of career development objectives and those of occupational education.

The Editor wishes to express his appreciation to the research assistants and staff who made contributions at various stages of this project: Mrs. Kathy Deichmann, Mrs. Candace Leisner, Mr. Michael Bullard and Mr. Gary Oakley. The laborious and conscientious typing of index cards and abstracts was done by Miss Marilynn Buckmiller and Miss Cindy Lane. Finally, special thanks are owed Mrs. Mary Ann Mis who prepared the final manuscript with such painstaking attention to detail.

The relative quality of the publication is due to the contributions and efforts of the above individuals. The limitations and any possible errors and omissions are the responsibility of the Editor.

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INTRODUCTION

Since the beginning of the modern era of career guidance in the early fifties, the body of literature and research related to vocational behavior has multiplied exponentially. The search for unifying constructs and principles of vocational behavior has been accompanied by a surge in the area of theory building. The present status of career development theory has received extensive treatment in many recent publications. Osipow's Theories of Career Development (1968), Kroll, Dinklage, Lee, Morley and Wilson's Career Development: Growth and Crisis (1970), Zaccaria's Theories of Occupational Choice and Vocational Development (1970) and collections of readings by Roth, Hershenson, and Hillard (The Psychology of Vocational Development, 1970) and Zytowski (Vocational Behavior, 1968) are current examples.

As theoretical orientations and models of career development have come to be better understood, researchers and practioners have sought to validate theory and implement career guidance practices derived from theory. The most up-to-date review and synthesis of research on vocational behavior is Crites's book entitled Vocational Psychology (1969). Additional closely related reviews have been completed by Perrone (Review of Educational Research. 1966, 36, 298-307), Tennyson (Review of Educational Research. 1968, 38, 346-366) and Holland and Whitney (Review of Educational Research. 1969, 39, 227-237).

Although the number of textbooks and journals devoted to career development theory and research has increased in recent years, there is additional need for the present publication. A trend accompanying a rapidly expanding field of endeavor is greater and greater specialization. Specialization has resulted in the need for publication of the type which have dissemination as their primary objective. The purpose of this annotated bibliography is not to compete with the previously mentioned publications, but rather to present applications derived from theory and research with the view to finding new direction for implementing career guidance within the classroom. This compilation of literature is delimited to programs, practices, techniques, etc. that are operational or have demonstrated potential for enhancing the process of career development. The emphasis is on relevance and applicability for comprehensive programs of occupational education and career guidance.

The primary reference sources for this publication were Research in Education, November 1966 to March 1970, and Education Index, July 1964 to March 1970. The methodology for the study consisted of identifying, procuring, and abstracting publications characterized by the following descriptors: career choice, career development, and career planning; developmental tasks; guidance programs; occupation, choice of; occupational guidance, occupational information, occupational interests, and occupational tests; vocational counseling, vocational development, vocational

guidance, vocational interests, vocational tests and vocational psychology. The Editor then selected from these lists of references, the publications which could be subsumed under the previously designated chapter headings. Many references are concerned with several dimensions of career development, but in general, the documents contained within a chapter are quite homogeneous.

An abstract was written in sufficient detail to assist the reader who may be looking for ideas, information and materials related to various needs. The abstracts are of two types: informative and indicative. An informative abstract is written as if the abstractor were the author presenting an objective summary of his own ideas. The abstract contains a statement of the author's thesis, several sentences of his development of proof and his conclusions. In contrast, an indicative abstract is written from the point of view of an informed, but impartial reader, and describes the content and format of a document. It reports broadly what is discussed or included in the document, in what manner the information is presented, and, if necessary, to whom the document is addressed. The type of abstract selected to tell the story of a document depended upon the structure of the document and the author's organization of his information. In either case, the minimum requirement for every abstract was a statement of the subject and scope of the document.

The initials following an abstract refer to the writer of the abstract. Abstracts secured from Research in Education are reproduced as originally written and are indicated by the initials "RIE". It is common practice in many professional journals for articles to be preceded by a short abstract written by the author of that journal article. The articles cited herein which are of this type have the word "Author" following the abstract. Abstracts followed by initials other than "RIE" or "Author" were written by the editor and his staff. Following are brief descriptions of the substance of each of the seven chapters.

Chapter I is concerned with theoretical considerations, applications, and a survey of computer-based guidance systems. The great promise of utilizing advanced technology for the improvement of career guidance is manifested by the scope and increasing numbers of such systems. Most of these projects are still in the planning and developmental rather than the implementation phases. Unfortunately several projects have been curtailed or seriously hampered by recently reduced levels of federal funding. The potential of these approaches for storage, retrieval, and student interaction is obvious. The challenge for the practitioner is to be aware of both the advantages and the limitations in applying or adapting these systems to local school settings.

The impact of recent career development theory and research has caused many guidance practioners to question the traditional trait-factor approach to career guidance. Chapter II summarizes many new models and techniques for guidance which view vocational behavior as a developmental process rather than as an event. The phenomenon of occupational choice is viewed from a longitudinal frame of reference with preparatory stages leading up to choice and subsequent stages of adaption and recapitulation.

This chapter attempts to examine guidance and decision making within the context of "career process". It is not the purpose of this chapter to review theoretical models of career development, e.g., Super, Holland, Ginzberg. Texts cited earlier in this introduction provide comprehensive treatment of career development models.

The material in Chapter III represents a unique source of literature. Typically, conferences of the nature described here grow out of the awareness of the need to systematically explore a predetermined problem or objectives. The most common conference format is one in which background papers are presented by recognized authorities; work groups are formed; and discussion or related participant interactions follow. The primary value of these kinds of activities is an opportunity to expand the dialogue between various contingencies by a sharing of knowledge and expertise. Not only do these conferences have a valuable role in leadership development, but the background papers, conference proceedings, policy statements, etc. provide valuable operational guidelines for implementing career development activities.

The literature on career development convincingly states that a sequential, integrated, curriculum is essential to systematically influence vocational behavior. Chapter IV describes examples of programs designed to realize the ultimate criterion of a vocationally mature individual. Many of these programs have been extremely successful in translating career development principles into practice. Traditionalists representing vocational education, practical arts, and vocational guidance can no longer ignore the fact that the challenge of career development has been accepted by many, and curriculum innovations and modifications are already underway. Professionals serious about developing a comprehensive career development program K-12 would do well to synthesize the better aspect of these programs and proceed with the task of implementation.

Chapter V reveals that career exploration can be successfully achieved vicariously in the schools via games, simulation exercises, and guidance kits which encourage student activity and involvement. These activities have proven tremendously successful in providing vocational exploratory experiences, practice in decision making, problem solving, etc. In addition to the inherent value of activity oriented approaches, such experiences consistently produce more favorable student attitudes and interest levels. Of primary significance is the fact that these approaches centralize the active role of the learner in the career development process.

The intent of Chapter VI is to summarize recently developed instruments for measuring vocational behavior and to cite research which utilize these instruments or related techniques. The purpose is not to duplicate the Buros Mental Measurements Yearbook or Tests in Print, nor is it intended to review career development research except as it relates to measuring vocational behavior. Although many of these instruments have been developed for research purposes only, they have great promise for increasing the sophistication of vocational measurement.

Currently available data concerning the career development of children and youth raise serious doubts about the time honored practices of vocational guidance. Chapter VII illustrates clearly the preponderance of approaches for providing occupational information and orientation other than occupational pamphlets, field trips, career days, and matching students' test scores with occupational profiles. The approaches cited in this chapter reveal that many of the more creative techniques and methods for career guidance have been developed by individual efforts in local school situations. Although many of these approaches have only limited objectives, they should be considered in total for their potential in assisting individuals to cope with the demands of vocational developmental tasks.

This publication has sought to document the fact that a substantial body of data is available for educators who are seeking direction in the implementation of career development programs. The purpose has been to compile an implementation-oriented resource to be used by all manner of educational personnel. It is the Editor's hope that all who read and use this resource will increase the sophistication and scope of career guidance activities in the interest of ultimately assisting all students at every educational level with their career planning.

L.J.B.

Chapter I

COMPUTER-BASED GUIDANCE SYSTEMS

A report on Project CVIS (Computerized Vocational Information System). Villa Park, Illinois: Willowbrook High School, Computerized Vocational Information System Project, 1969. (ED 029 331).

The Computerized Vocational Information System (CVIS) team, has designed a system utilizing a computer as a tool to help students explore occupations in the light of their own student records. This system aims at teaching a decision-making process in a way that interests students and allows counselors more time for counseling functions. The project was developed in five phases. Using Roe's two-dimensional classification, occupations were divided into six levels by amount of training and responsibility required. These six levels were then divided into eight categories of interest. Student records in computer storage include cumulative class rank, composite score on battery of tests, and interest inventory scores. Students use the system voluntarily and during a sophomore vocational unit. Each counselor also has a display terminal in his office. Student attitude is highly positive. Appended is the script, beginning list of occupations, sample brief, student-record displays, and an evaluation questionnaire. (RIE)

Related References:

Harris, J. Summary of a project for computerized vocational information being developed at Willowbrook High School, Villa Park, Illinois. Villa Park, Illinois: Willowbrook High School. (ED 019 840).

Harris, J. A. Computerization of vocational information. Vocational Guidance Quarterly, 1968, 17, 12-20.

Baruch, R. Computer-assisted systems in guidance and education: Report of an Invitational Conference on the Implications for the Practice and Education of Counselors. Information System for Vocational Decision Project Report No. 28, Graduate School of Education, Harvard University, January 1970.

The Invitational Conference on Computer-Assisted Systems in Guidance, held in Cambridge, Massachusetts, June 22-27, 1969, was co-sponsored by the Harvard Graduate School of Education and Teachers College, Columbia University and was funded by the U. S. Office of Education. Participants from among the most prominent counselor educators in the country and from several innovative school systems known as ES'70 were brought into direct contact

and interaction with two different computer-assisted guidance systems: (1) The Information System for Vocational Decisions (ISVD), and (2) The Education and Career Exploration System (ECES). In addition to these two direct interaction experiences, the conference program introduced by film and lecture yet another system, Project PLAN. Further, a commercial system, the Interactive Learning System (ILS) was informally demonstrated and afforded some participants still another experience "on-line" with the computer for further reference and comparison. The overall consensus of participants was that computers will contribute to the guidance function and will have implications for the education and role of the counselor. A number of issues, then, become important considerations: cost; reliability; marketing; general applicability, especially for culturally deprived populations; change and its attendant threat; the humanizing effect vs. depersonalization of the computer; closely related, the issue of power and control exercised by user and counselor in interaction with the machine; and lastly the issue of privacy and trust. (LB)

Bohn, M. J. and Super, D. E. The computer in counseling and guidance programs. Educational Technology, 1969, 9 (3), 29-31.

The role of the computer in guidance has not yet been settled. Whether, ultimately, the computer is included as an active partner in some aspects of counseling as in the programs emphasized in this article, or given a more limited role, depends on the success of the various systems being developed. There appears to be a place for the computer in most of the operations of counseling and guidance. The field must make the most of existing technology, and specify what is needed from future technology, programming the computer to supply those information services which it can do best, so that counselors can make the most of their unique talents in interacting with individuals on affective problems and in modifying the environment to create and give access to suitable opportunities. (LB)

Campbell, R. E. and others. Systems under development for vocational guidance: A report of a research exchange conference. Columbus: Ohio State University, 1966. (ED 011 039).

Purposes of the conference were to (1) review experiences, problems, and insights developed by the individual participants through research and operational use of new technologies, (2) review the relation of these technologies to vocational education, vocational counseling and guidance, and (3) arrange for continued communication among participants as they use systems analysis and technology in vocational guidance research and practice. Three areas were discussed--(1) projects devoted to the study of careers, (2) projects for the development and presentation of material for the enhancement of career decisions but not involving the computer, and (3) projects devoted to the development of material and the presentation and assessment of presentation with the assistance of time-shared computers. Summaries are given for (1) Project TALENT,

(2) exploratory study of information processing procedures and computer-based technology in vocational counseling, (3) a Harvard-Needs-Newton information system for vocational decisions, (4) a study of intellectual growth and vocational development, (5) the development and evaluation of a pilot computer-assisted vocational guidance program, (6) clear language printout of demographic and psychometric data regarding college students, (7) a multimedia approach for communicating occupational information to noncollege youth, (8) vocational orientation systems, and five other projects. (RIE)

Christal, R. E. Inputs to vocational-technical education from occupational research. Washington, D. C.: American Personnel and Guidance Association, 1969. (ED 032 571).

The Air Force has developed a data bank which classifies job descriptions into occupational clusters. A retrieval system, also recently developed computes and publishes a consolidated description of the work being performed by any group which can be defined in terms of the background information. Other retrieval programs are available which enable the user to obtain background information on a specific job group, or to study the differences between two background groups. Suggestions are offered for ways in which similar data banks and retrieval systems might be of help to the civilian section, permitting rapid matching between job opportunities and job applicants. (RIE)

Cogswell, J. F. and others. Exploratory study of information--processing procedures and computer-based technology in vocational counseling. Final report. Santa Monica, California: System Development Corporation, 1967. (ED 017 710).

As a preliminary to designing a man-machine counseling system, the guidance practices in 13 schools distributed through seven states were surveyed to study the variations in counseling practices. Analysis of an actual and ideal sort of a Q-sort deck of 48 cards, each containing a description of a discrete counseling activity, indicated no marked differences among counselors from different schools. However, as a group they would prefer to reduce greatly the amount of time spent in routine processing tasks. After the survey, an experimental field site, a large school complex in the Los Angeles School District, was selected as the focus of the system development and experimentation. A detailed system analysis of all the school's counseling procedures was made, and workshops on information processing technology for the counselor were conducted. Two design teams, one of researchers and high school counselors and one of researchers and junior high school counselors, were formed to specify Model I of the man-machine system. Model I will be programed to serve as (1) an information retrieval system for student information, (2) a teaching and monitoring system which will automatically alert the counselor when critical situations occur, (3) an automated report generator, (4) a predictor, (5) an automatic reminder, (6) a collector of followup data, and (7) a disseminator of programed interviews. Phase

two of the project will include developing the software system, installing equipment in the schools, training counselors, developing systems procedures, collecting post-system-change evaluation data, and reporting. An extensive appendix contains data collection instruments and specific project information and calendars. (RIE)

Related References:

Estavan, D. P., Donahue, C. P., and Boyk, J. W. Implementation of vocational counseling system. Final Report. Santa Monica, California: System Development Corporation, 1969.

Cogswell, J. F. and Estavan, D. P. Explorations in computer-assisted counseling. Santa Monica, California: System Development Corporation, 1965.

Cooley, W. W. Computer-measurement system for guidance. Harvard Educational Review, 1964, 34, 559-72.

The author suggests better use of new techniques to aid counselors. The computer, multi-variate analysis and results of longitudinal studies make it possible to take a new look at potential improvements. Suggests the computer to work on college placement, analysis of student achievement, diagnostic functions, and a system analysis of school practices. The computer could be used to gather sufficient normative data. Presents the theoretical basis for these plans. (CL)

Related Reference:

Cooley, W. W. Computer systems for guidance. Paper presented at the meeting of the American Educational Research Association, February 1968.

Educational and Career Exploration System (ECES)--Minor, F. J., Myers, R. A., and Super, D. E. Experimental computer-based educational and career exploration system. Personnel and Guidance Journal, 1969, 47, 564-9.

A major objective of the student guidance and counseling centers in high schools, junior colleges, and universities is to provide individualized aid to each student to help him reduce the uncertainty of his educational and vocational plans. Frequently, this objective is not fully satisfied because of information-handling problems. Two such problems are: (a) the fallibility of both counselor and student in memorizing, associating, and selectively recalling educational and vocational facts; and (b) the inability of the counselor and the student to devote sufficient time, patience, and energy to performing the enormous number of clerical steps involved in relating educational and occupational facts to pertinent information about the student. Computer-based information systems may be able to reduce these deficiencies considerably. This paper describes

an experimental information system designed to be used by students as part of the total guidance services offered in schools. Such systems may aid both the student and the counselor. (Author)

Related Reference:

Super, D. E. Using computers in guidance: An experiment in a secondary school. Conseiller Canadien, 1970, 4 (1), 11-21.

Flanagan, J. C. Program for learning in accordance with needs (Project PLAN). Psychology in the Schools, 1969, 6 (2), 133-136.

In broadest terms, the two primary goals of the system are first, to identify and to define the needs for young people between the ages of 6 and 18, and second, to develop procedures which will enable these young people to acquire the knowledge, skills, abilities, attitudes, and appreciations which have been identified and defined. The system established for Project PLAN to achieve the goals defined above contains five components. The first of these is a comprehensive set of educational objectives. A second component is the teaching-learning unit. The third component of the system is a set of tests. The fourth set of procedures is related to guidance and individual planning for each student. The fifth and last component of the system represents the evaluations and systems aspect. The central element of this program is an IBM 360 Model 50 computer which is connected to each of the school buildings with live and remote input/output terminals. (LB)

Related Reference:

Flanagan, J. C. Functional education for the seventies. Phi Delta Kappan, 1967, 49, 27-32.

Follett Counseling Information System. Palo Alto, California: Follett Systems, A Division of Follett Educational Corporation.

FCIS is a commercial approach to group guidance in high school and provides a significant breakthrough for counselors who believe that guidance is for all students and who find themselves hampered in achieving this goal because they lack time and adequate supporting services. The service provides (1) materials built around the actual experiences of a school's own graduates, and (2) a system of classroom group guidance in which counselors help each student relate his own level of success in high school to his level of aspiration beyond. It is a counselor-dependent system and provides student booklets, parent guides, overhead projection transparencies and a counselor's manual that enable counselors to make more effective use of their time by using group techniques. FCIS consists of the following components: (1) You, the Decision Maker--the student booklet containing local school experience data, educational and vocation-

al information related to local experience, and decision-making and planning exercises and discussion guides; You, the Decision Maker also provides each student with a written record of his own decision-making process and outcomes; (2) Parent's Guide--a booklet which explains the program to parents and answers a number of questions which parents frequently ask concerning You, the Decision Maker; (3) Transparencies--overhead projection transparencies for counselor use in group guidance sessions for students and parents and keyed to You, the Decision Maker; (4) Counselor's Manual--a publication which includes the overall background, rationale, and research for FCIS, instructions for planning and coordinating the program, and specific suggestions for conducting the group guidance sessions, included also are sample forms for use in the operation and evaluation of the system; (5) Data Collection Manual--complete directions, procedures, and sample forms for the follow-up study and achievement data collection; (6) Computer Data Bank--a collection of all data used by a school in FCIS, updated periodically. (LB)

Related Reference:

Peterson, B. G. Guidance in decision-making for secondary schools. Palo Alto, California: Follett Systems, A Division of Follett Educational Corporation, 1968.

Gallagher, J. J. (Ed.) Computer-based vocational guidance systems, 1969. (ED 034 408).

Job and educational opportunities are increasing dramatically. School guidance counselors can no longer cope adequately with the available information, nor can they help all students to see the complex range of alternative life styles. Computers are now programed to give students information. They can also provide for students' decision-making experiences and the chance to study various value systems by playing life-career games. These guidance systems are programed to understand English. If student interaction with the computer is monitored by the counselor, he may detect personal problems and help solve them or quickly refer the student to the school psychiatrist. However, whether computers should have programs with value orientations, whether students and counselors will in fact better equip the student to make decisions wisely remain matters for discussion and careful study. Even the simplest use of computers for individualized scheduling raises these problems. The document contains summaries of fifteen papers on these issues and a description of ten guidance systems under development. (RIE)

Guidance Information System. Boston, Massachusetts: Interactive Learning Systems, Inc.

Interactive Learning Systems (ILS) was founded in 1968 by a group of educators whose goal was to research, develop, and market computer-based educational support systems. The Guidance Information System is designed

to provide students and their counselors with immediate access to information which is as accurate and up-to-date as conscientious efforts can keep it. There are, at present, three programs in the System: (1) The Occupational Information Program is based on the Dictionary of Occupational Titles and contains detailed information about more than 1,200 occupations with about 3,000 additional related occupations listed; (2) The Vocational and Technical School Information Program which has been developed for the State of Massachusetts provides information to aid the student who wishes to go to a technical or vocational school, the Massachusetts program is a model for the development of similar programs for other states; (3) The College Information Program enables the student and counselor to explore information about more than 2,000 colleges and universities across the country. Operation of the ILS system in a school requires a teletypewriter terminal and a telephone. The counselor places a call to ILS through normal telephone lines and, after reaching the computer center, places the telephone receiver in an acoustic coupler. The coupler translates the signals between the computer and the teletypewriter. The student or counselor then types simple command letters requesting the desired information, and the teletypewriter instantly types a response from the data bank in the computer. Using the information received after each command, the student can, if he wishes, modify the selection of characteristics that are important to him and explore a number of different combinations. He can also change from one program to another easily and quickly, as from Occupational Information to College Information. The cost of the Guidance Information System is determined on the basis of a number of package plans which can be adjusted to suit the individual requirements of a school system. Average total costs run from $2.00 to $5.00 per student user. (LB)

Harvard-NEEDS-Newton Information System for Vocational Decisions (ISVD)--Information System for Vocational Decisions. Annual Report 1966-67. Harvard Graduate School of Education, New England Education Data Systems, Newton (Massachusetts) Public School System, September 1967.

The overall objective of the project is to develop the prototype of an information system which will improve the career decision-making of all persons, particularly students who are or ought to be in an attitude of vocational choice. This requires providing comprehensive, accurate, and relevant data at appropriate choice points in the educational and vocational sequences they may elect. It also requires providing these persons with instruction and supervised practice in the making of vocational decision, and hence in understanding how their use of data through decisions in turn creates information of value to them. The content of the system includes current and projected data on education, training, and job characteristics and personal data about the user. Computer routines will connect the user to the data in terms of his personal characteristics. Other goals include study of the relationship of economic deprivation to "sense of agency"; the effectiveness of accurate data turned into information in generating such a sense where it is lacking; and the placement of the system into an existing vocational education

program so that evaluation and revision of both program and system may occur. The occupational information currently consists of 850 job titles described in a coded system of 56 categories and 13,800 job titles from the DOT. A file of 800 jobs classified on Roe's two-dimensional system and 16 occupational groups with forecast data through 1975 are also being added. (LB)

Related References:

Information System for Vocational Decisions. Second Annual Report 1967-68. Harvard Graduate School of Education, New England Education Data Systems, Newton (Massachusetts) Public School System, September 1968.

Phase I Conclusion of the Information System for Vocational Decisions. Third Report, 1968-9. Harvard Graduate School of Education, New England Education Data Systems, Newton (Massachusetts) Public School System, October 1969.

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Tiedeman, D. V. Self esteem because of collegiate admission and education. Project Report No. 5.

Durstine, R. M. Forecasting for computer aided decisions: Prospects and procedures. Project Report No. 6.

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vision. Project Report No. 8.

Tiedeman, D. V. Recent developments and current prospects in occupational fact mediation. Project Report No. 9.

Fletcher, W. J., Lere, L., and Gunnoe, C. A tentative career development curriculum and its implications for the patterning of supervisory responsibilities in the Information System for Vocational Decisions. Project Report No. 10.

Ellis, A. B., O'Hara, R. P., and Tiedeman, D. V. A rudimentary demonstration for the Information System for Vocational Decision: Orientation, guidance scripts, test of occupational knowledge, and a script writing language. Project Report No. 11.

Tiedeman, D. V. The role of decision-making in information generation: An emerging new potential in guidance. Project Report No. 12.

Tiedeman, D. V. Economic, educational, and personal implications of implementing computerized guidance information systems. Project Report No. 13.

Ellis, A. B., Pincus, M. E., and Yee, P. Getting a guidance machine to understand English. Project Report No. 14.

Durstine, R. M. Datafiles for computerized vocational guidance: Requirements, preparation, use. Project Report No. 15.

Tiedeman, D. V. Can a machine develop a career? A statement about the processes of exploration and commitment in career development. Project Report No. 16a.

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Aylmer, R. C., Jr. Mediating student-computer interaction: Access routines in an interactive guidance system. Project Report No. 22.

Yee, P. and Seltzer, J. Description and use of the datafiles on military careers. Project Report No. 23.

Durstine, R. M. A final report on forecasts and datafiles prepared for the Information System for Vocational Decisions by The Center for Studies in Education and Development. Project Report No. 24.

Roman, R. A. Implementation of a career decision game on a time shared computer: An exploration of its value in a simulated guidance environment. Project Report No. 25.

Roman, R. A. Developing and implementing materials for computer assisted instruction. Project Report No. 26.

Gannaway, M. T. Changing perspectives in education and self-correcting thinking. Project Report No. 27.

Baruch, R. Computer-assisted systems in guidance and education: Report of an Invitational Conference on the Implications for the Practice and Education of Counselors. Project Report No. 28.

Taylor, A. GLURP--Generalized language for understanding and responding to people. Project Report No. 29.

Impellitteri, J. T. Computer-Assisted Occupational Guidance (CAOG)--The development and evaluation of a pilot computer-assisted occupational guidance program. Final report and appendixes A-E. University Park, Pennsylvania: Pennsylvania State University, Vocational Education Department, 1968. (ED 029 095).

The purpose of this system is three-fold: (1) to provide an easily updated individualized occupational information retrieval system, (2) to develop a process whereby youth can develop an individualized framework of the occupational structures, and (3) to provide an experience for youth to acquire operational opportunities by simulated practice. When a student working at a computer terminal requests information on a specific occupation, four operations are activated in the following order: (1) discrepancies which may exist between the student's ability-preference profile and the requirements for the particular occupation are typed out, (2) a 2-minute taped interview with a worker in the occupation is played, (3) an image is projected on the slide projector screen depicting the worker undertaking four typical tasks in the occupation, and (4) a 150- to 200-word description of the occupation is typed out for the student to read and to keep for later use. Appendixes include computer printouts of job descriptions for 80 occupations, types of student preference items, and taped interviews with workers. Also included are a bibliography of sources of occupational information, selected dissemination papers, and instruments developed during the course of the project. (RIE)

Related References:

Impellitteri, J. T. Exploration with a computer-assisted occupational guidance program. Washington, D. C.: American Educational Research Association, 1969. (ED 027 584).

Impellitteri, J. T. The computer as an aid to instruction and guidance in the school. Ithaca, New York: State University of New York, 1967. (ED 020 529).

Impellitteri, J. T. Computer-assisted career exploration system. National Business Education Quarterly, 1968, 37, 47-51.

Impellitteri, J. T. A computerized occupational information system. Vocational Guidance Quarterly, 1967, 15, 262-64.

Impellitteri, J. T. An heuristic approach to the exploration of self in the world of work. Paper presented at the annual meeting of the American Personnel and Guidance Association, Las Vegas, April 1969.

Impellitteri, J. T. Exploration with a computer assisted occupational information system. Educational Technology, 1969, 9 (3), 37-38.

Loughary, J. W., Friesen, D., and Hurst, R. Autocoun: A computer-based automated counseling simulation system. Personnel and Guidance Journal, 1966, 45, 6-15.

This paper describes the development and initial testing of a computer-based counseling system which attempted to simulate certain counseling behavior of one counselor. Forty junior high school students experienced counseling (educational planning) with the system, and with either the counselor after whom the system was modeled (N=20) or another counselor (N=20). Subjects interacted with a time-sharing computer using TWX input. The basic objective was to determine the similarity of outcomes between the system, model counselor, and second counselor. Criteria included similarity of pupil appraisal statements and course selections. The machine system agreed with both human counselors on approximately 75 per cent of the appraisal statements and about 65 per cent of the course selections. Some data regarding pupil attitudes toward the system are also reported. (Author)

Loughary, J. W. and Tondow, M. University of Oregon GUIDPAK system. Eugene, Oregon: Department of Education; University of Oregon.

GUIDPAK is an entry-job vocational guidance system designed to help students acquire entry jobs which maximize their career development potential. The system will include optional computer programs for storing and retrieving the occupational information which it generates. An attempt will be made to develop in the student an ability to evaluate entry-level jobs in terms of his attributes, the potential job benefits, and the time

required on the job to actualize these benefits. The system will contain the following: (1) materials that structure student exploration of entry-level jobs; (2) materials that enable the counselor to keep track of student experiences within the system; (3) multimedia resource career development materials; and (4) data detailing local entry job and training opportunities and the training and work experiences of recent graduates. (LB)

MATCH: Career decision making by computer. Springfield, Illinois: Educational Planning Associates, Inc., 1969.

A commercial storage-retrieval system for providing occupational information. Uses the data storing, sorting, and rapid retrieval ability of the computer to classify occupations by categories and levels within the categories. With this matrix of occupational opportunities, the computer matches capabilities and interest with known information about occupations. A "Career Anticipation Inventory I" is completed by the user and mailed to EPA for matching with the occupational data bank of the computer. A printout is provided of "recommended occupational opportunities." A $10.00 fee is charged for this service. (LB)

McGrail, T. F. Mr#/307. The School Counselor, 1967, 14, 234-236.

This article is a satirical account of the pitfalls of overdependency on computers for providing career guidance. Potential shortcomings of using computers appear to be the counselors displacement as a central figure in the guidance process and his isolation from students. Although the computer is able to assume many of the laborious duties of counselors and store myriads of facts and information, it is not capable of indicating alternatives to students. The problem remains that students cannot sort out all of the information supplied to them by computers. The author concludes with a plea for persons c the secondary school level who can give alternatives based upon knowledge and experience. (LB)

Perrone, P. A. and Thrush, R. S. Vocational information processing systems: A survey. Vocational Guidance Quarterly, 1969, 17, 255-266.

A summary of current work in information processing systems related to career or vocational development and decision making. The names of the investigators listed in this survey came from the 1967 APGA Convention Abstracts and Convention Program, reports of various national conferences, and nominations by active researchers. The reported projects range from initial investigations and pilot applications to demonstration projects or completed studies with materials and programs available. To present the most information in an orderly fashion, an outline-abstract form of presentation was used. (LB)

Roach, A. J. Systems implementation in computer-based guidance. Paper presented at the American Personnel and Guidance Association Convention, New Orleans, March 1970.

The Vocational Education Act of 1963 triggered the development of a number of computer-based guidance projects. These efforts were generally in response to a felt need for better information systems in vocational guidance programs. Unfortunately, a number of these projects have been dismantled while still aborning due to the cut-backs in federal funds for such research and development. The great majority of these projects have never been transplanted for field testing outside the geographical communities in which they were created. Some continue to remain laboratory oddities with continued refinements and extensions of capabilities being added with little or no attempt to carry the laboratory product into the field for testing in more than one community. While further laboratory development and refinement of these systems is certianly possible and ultimately desirable, there is a pressing need today to extend the field trials of the more promising systems. Evaluation of existing systems should be conducted now, before further refinements are added. Failure to assess what technology has already wrought poses the risk of developing a highly engineered product which will not meet the needs of the actual market. We may be creating the Edsel all over again. (LB)

Rosser, P. S. What you should know about new computer based college selection services. Nation's Schools, 1969, 84 (5),

In the last two years many companies have been created to offer computerized college selection services (CCS) that furnish potential applicants with the names of colleges most suited to their interests, aptitudes, and abilities. This article compares fifteen different companies on several criteria. Each CCS company has a computer program containing up to hundreds of thousands of college characteristics in its data base. To communicate with the computer, the student first fills out a lengthy questionnaire. The company types the student data onto a punch card, feeds it into the computer, and in a matter of seconds, the computer prints out the names of a small number of colleges most suited to the needs, interests, and qualifications encoded on the punch card. The printout is then mailed to the student. The usual fee is $10 or $15. (LB)

System of Interactive Guidance and Information (SIGI)--Katz, M. R. Can computers make guidance decisions for students? College Board Review, Summer 1969, 72, 13-17.

SIGI is a computerized System of Interactive Guidance and Information being developed at Educational Testing Service, under a grant from the Carnegie Corporation. Its aim is to assist junior college students in their career decision making. It has been clear for some time that the computer can relieve the counselor of many of his noncounseling duties.

Computerization of such activities as record keeping and scheduling are old hat, and are not the concern of SIGI. It wants to go beyond the use of computers for storage, processing, and retrieval of data. The goal is to develop a system of guidance in which the student's interaction with the computer assists him in the process as well as the content of career decision making. In short, to grow in wisdom, as a decision maker. The ethic of this system is humanistic rather than mechanistic. (LB)

Tondow, M. and Betts, M. L. The Palo Alto Computer-Based Course Selection and Counseling System. Palo Alto, California: Palo Alto Unified School District.

This program consists of a dialogue between the computer and a student concerning that student's plans for his future and for his courses in the coming year. The dialogue is written for ninth-grade students. It should be emphasized that the dialogue is a learning experience for the student; it presents him with detailed tables of probabilities associated with grades, courses, acceptance rates at various types of colleges, all based on the performance of students from past years at his high school who had grade point averages like this student's in the ninth grade. These data, together with other information, are printed in a booklet entitled Invitation to Decision. High school counselors present the booklets and work through them with the students in groups; the presentation takes four class periods. In addition to this informational aspect, the dialogue contains a section in which the student actually chooses his courses for the coming year (subject to his counselor's later approval). (LB)

Related Reference:

Tondow M. and Betts, M. L. Computer-based course selection and counseling. Journal of Educational Data Processing, 1967, 4, 216-241.

Total Guidance Information Support System (TGISS)--Roberts, T. L. and others. Theoretical framework. The Bartlesville System. Oklahoma: Bartlesville Public Schools; Stillwater, Oklahoma: Oklahoma State University, Research Foundation, 1969. (ED 029 339).

The theoretical framework underlying the Total Guidance Information Support System is discussed under the following topics: (1) Review of Literature, (2) A Brief History of Guidance and Counseling, (3) Philosophies of Guidance, (4) Decision-Making in Relation to Guidance, (5) The Origins of Information Theory, (6) Various Uses of Information Theory, and (7) Information Theory and Counseling. The major dimensions of each topic are listed. A conceptual strategy chart (for using computers in guidance) and a systems capabilities chart as well as references and a bibliography are included. (RIE)

Related References:

Gamble, R. R. Clinical teaching with computer aids. The Bartlesville System. Bartlesville, Oklahoma: Bartlesville Public Schools; Stillwater, Oklahoma: Oklahoma State University, Research Foundation, 1969. (ED 033 376).

Roberts, T. L. The uniqueness of the individual. Technical Memorandum #1. Bartlesville, Oklahoma: Bartlesville Public Schools; Stillwater, Oklahoma: Oklahoma State University, Research Foundation.

Roberts, T. L. Problems associated with simulating a counselor's function in the student decision-making process. Technical Memorandum #2. Bartlesville, Oklahoma: Bartlesville Public Schools; Stillwater, Oklahoma: Oklahoma State University, Research Foundation.

Roberts, T. L. and others. A theoretical exemplar of system design, implementation and appraisal. Technical Memorandum #3. Bartlesville, Oklahoma: Bartlesville Public Schools; Stillwater, Oklahoma: Oklahoma State University, Research Foundation.

Roberts, T. L. and others. Software documentation, Part one. Bartlesville, Oklahoma: Bartlesville Public Schools; Stillwater, Oklahoma: Oklahoma State University, Research Foundation, 1970.

Youst, D. B. The Rochester career guidance project. Educational Technology, 1969, 9 (3), 39-41.

Since its beginnings in September 1967, the Rochester Career Guidance Project has attempted to improve guidance activities by using the resources of the technological world. "Information sciences," "systems" approaches, modern technology and equipment, and human expertise, have been applied to the educational problems which have been identified. The project is supported by: (1) The Division of Occupational Education Research-Guidance, New York State Education Department; (2) New York State Employment Service; (3) Eastman Kodak Company; and (4) the Divisions of Occupational Education and Guidance, Rochester City School District. The project originated and is centered in the Pupil Personnel Services Division of the Rochester City School District, with the close cooperation of several other divisions, especially Occupational Education. (LB)

Chapter II

MODELS AND TECHNIQUES FOR CAREER GUIDANCE

Bailey, J. A. The relevance of occupational information to career-choice theory and decision making. Washington, D. C.: American Personnel and Guidance Association, 1969. (ED 029 345).

This speech presents an overview of clusters of career-choice theories, indicates decision making strategies that could be enlisted within each theory cluster, and relates information dispensing processes appropriate to decision making. It is illustrated that regardless of one's propensity towards a career choice theory, affiliation with certain occupational information dispensing strategies, or one's attachment to decision making processes in general; the following conditions exist: (1) all choice making in life is based upon presumptions that must be identified by counselors and assimilated by counselors, (2) effective counseling designed to assist in career-choice must include more relationships with counselors in group settings and with noncounselors in "exploratory" situations, (3) information presented to counselees from the framework of being the "private truth" possessed by the counselor places a strain on the counseling relationship that is unnecessary and that inhibits understanding and utilization of the information. (RIE)

Banathy, B. H. and others. Systems development in guidance--A learning-task-centered approach. Pacific Grove Unified School District, California, 1969. (ED 033 468).

To develop a systems-oriented model for guidance and counseling at all levels of schooling, a research project was conducted in a California school district, testing the applicability of systems concepts in guidance at the kindergarten and first grade levels. The project report includes a review of literature relating the systems approach to education, a description of the data gathered during observation of kindergarten children's learning experiences through various kinds of social interaction (verbal, kinesthetic, physical), and a series of nine diagrams illustrating the systems approach. A six-phase schematic design (input process, integration, facilitation, transformation, adjustment and contol, and output) incorporates the study's findings, based upon the assumption that the instructional program is the primary focus within the educational system around which all functions revolve, including guidance and counseling. (RIE)

Barclay, J. Effecting behavior changes in the elementary classroom. Journal of Counseling Psychology, 1967, 14, 240-247.

The purpose of this study was to determine whether specific treatment procedures used by school psychology interns could effect changes in criteria of social acceptance and dimensions of attitudes relating to the environmental "press", peers, and authority figures. Differential treatments included planned interventions in 1 class, selective reinforcement procedures in a 2nd, and the change of teacher in a 3rd. Data analysis using both analysis of variance and Fisher's exact probability test indicated that planned intervention resulted in a number of significant changes in pre- and posttest scores for that group. The results of the study suggest that strategies of planned intervention in elementary school classrooms can result in more favorable attitudinal stances on the part of elementary school children. (Author)

Beall, L. Vocational Choice: The impossible fantasy and the improbable choice. Journal of Counseling Psychology, 1967, 14, 86-92.

Two kinds of difficulties in vocational choice are discussed using case illustrations. The framework used is one that emphasizes personality processes--impulse-defense organization following a psychoanalytic model. One vocational difficulty involves the preservation of an "impossible fantasy" which functions to maintain a defensive ambivalent identification in an encapsulated fantasy. Another type of vocational difficulty occurs when the vocational choice involves an "improbable choice" (a basically defensive solution) that is either so far from the impulse that no gratification is allowed or so close to the forbidden impulse that the danger of expression is constantly generating anxiety and interfering with gratification. The counselor's role, especially his diagnostic task in assessing the client's impulse-defense organization, is stressed throughout. (Author)

Borow, H. Occupational information in guidance practice viewed in the perspective of vocational development theory and research. 1966. (ED 014 736).

Systematic examination of the counselee as a purposive, goalseeking, learning organism is advocated. When occupational information is given to a counselee, it is filtered through psychological sets, attitudes, preconceptions, and defenses. Vocational guidance must selectively borrow from related behavioral sciences. Since 1950, a reconceptualization of guidance has taken place. Children acquire value systems which influence their choices of occupations. Junior high students have limited and questionable information about occupation and are not ready for counseling about specific vocational choices. Work has little meaning for disadvantaged youth. American youth is estranged from occupational information life, and develops biases against work fields. Improved occupational information usage may include--(1) elementary counseling, (2) orientation to work in elementary school, and (3) experimental work on the effect of attitudes and emotional states on perception. (This document was presented at the Conference on Occupational Information and Vocational Guidance, Pittsburgh, Pennsylvania. March 11-13, 1966). (RIE)

Boy, A. V. and Pine, G. J. Counseling process: A perspective on information and advice. Vocational Guidance Quarterly, 1966, 14, 201-204.

The role of the counselor as a giver of information and advice is discussed. In particular, the influence played by the counselor's subjective nature and values in counseling is considered. The variety of means available for information dissemination are listed. One effective approach is a career information center located in the school library. This center should serve as a resource area for students and teachers and the bulk of its materials would be free and easy to obtain. Another method to disseminate information is through curriculum and the teacher-pupil relationship. The skilled school counselor will realize and utilize the important contributions of the classroom teacher in the vocational, educational, and personal development of boys and girls. Information can also be given through the interpersonal relationship between counselor and student. (JB)

Boynton, R. E. New models and techniques in career guidance. Pittsburgh: Pittsburgh University, 1966. (ED 012 936).

A model for a career guidance system that appears to effect positive change for students, schools, and the community is presented. There are four phases to the model, one for each year the student is in high school. The student's skills, aptitudes, interests, intelligence, and achievements are determined at initial fact gathering sessions. This information is stored in a computer. The student may obtain information from the computer about grades, courses taken, and college acceptance. The counselor receives a copy of all such sessions. Students are assigned by the computer to discussion groups which focus on the selection of occupational objectives. Career seminars provide students with opportunities to talk with representatives of careers in which they have an interest. Where feasible, senior year students are given work experience opportunities. This type of approach appears meaningful for students who are not college oriented. The use of a systems approach, peer groups for counseling, and community resources seems to operate effectively in preparing students to take their place in the economic life of a community. (RIE)

Chickering, A. W. The young adult--a conceptual framework summary. Plainfield, Vermont: Goddard College. (ED 014 751).

The developmental stage spanning the years from 18 to 25 must be studied separately from other developmental stages. The developmental tasks of this period are related to, but substantially different from, those of both adolescence and adulthood. The seven major developmental vectors for the young adult include development of competence, management of emotions, development of autonomy, development of identity, freeing of interpersonal relationships, and development of purpose and integrity. Because universal higher education is becoming a reality, colleges and universities must broaden their purpose to include not only intellectual

development but also development of the young adult in relation to the vectors outlined above. (RIE)

Clarke, R., Gelett, H. B., and Levine, L. A decision-making paradigm for local guidance research. Personnel and Guidance Journal, 1965, 44, 40-51.

The function of high school guidance services in facilitating educational-vocational decision-making is twofold; it involves helping students make "good" educational-vocational decisions and also helping them develop effective decision-making skills. This paper presents a paradigm dealing with certain aspects of the decision-making function and illustrates how the paradigm can be utilized in research to improve guidance services. The paradigm suggests that the greater the knowledge a student has concerning the possible sequences of experiences that lead from his present situation, the more likely he will be able to direct his development toward the outcomes he desires. Local guidance research, conducted in two secondary schools, which utilized this paradigm is discussed. A research strategy is developed and some research examples are reported. (Author)

Dugan, W. E. Vocational guidance: a new accent in American education. American Vocational Journal, 1966, 41, 14-15.

A renewed accent on career planning with youth has been generated by recent (1966) federal legislation and support. Vocational guidance and career development planning for youth have high priority. Counselors must be competent and be thoroughly familiar with each youth's abilities, special attitudes, interests, and personal factors that may be affecting his attitudes, plans and adjustments. The classroom teacher is most important in the pupil's development, but the vocational teacher must assist youth in the acquisition of desirable work attitudes and habits. The emphasis in vocational guidance is now on self-perception as a major component in career planning. (JB)

Evaluation of a comprehensive planning unit for development of an educational and occupational planning program for out-of-school youth. St. Cloud, Minnesota: Independent School District Number 742, 1967. (ED 027 586).

The primary purposes of this project were to provide data for developing operational proposals and programs for dealing with the dropout problem. Information and statistics were gathered about school dropouts in St. Cloud, Minnesota; age and grade, type of student, current functioning and future plans, expressed reasons for leaving, etiological factors, agency information and attitudes, and committee recommendations. Following each section of data and interpretation are recommendations relevant to that information. Recommendations included: (1) the need for more parental involvement and for continuing curriculum and grade study; (2)

the importance of reading problems, (3) broadening the function of the guidance program and counseling services, (4) part-time programs, and (5) inter-agency involvement. The direct service aspect of the program is also discussed. (RIE)

Ford, M. R. A handbook for administrators, teachers, counselors and parents who are interested in planning and organizing an elementary guidance program. Atlanta: Georgia State Department of Education, 1965. (ED 010 899).

This handbook describes the basic principles and methods of organization and planning which may be used by a staff when initiating a guidance program in the elementary schools. The need for guidance at the elementary school level is considered from the standpoint of the child, the parents, the principal, and the teachers. Basic objectives which meet these needs are presented, and the establishment of services to achieve stated goals are discussed. The role and function of involved personnel are presented along with suggestions for facilities and budgetary recommendations. A comprehensive bibliography related to the rationale for and organization of an elementary guidance program is included. (RIE)

Furman, J. B. Career-guidance program. High Points, 1966, 48, 30-39.

A college adviser describes the career-guidance program at her high school. Because of the lack of information, many teenagers set unrealistic goals for themselves. The author states that a high school senior must have at least some idea of where his interests lie. The author details the aims and procedures of a career guidance program with specific objectives for grades 9, 10, 11, and 12. The aims of the program are: (1) to inculcate in students on all grade levels an awareness of some of the vast numbers of career opportunities available today; (2) to make pupils realize the importance of higher education and of the process of continuous learning, not only for self-realization and personal fulfillment, but for vocational success in almost any field. (JB)

Gross, E. Sociological approach to the analysis of preparation for work life. Personnel and Guidance Journal, 1967, 45, 416-23.

Preparation for work life is interpreted as involving four main kinds of preparation: (a) preparation for life in an organization, involving authority, security quests, impersonality, routine, conflict, mobility, and demotion, (b) preparation for a set of role relationships, (c) preparation for a level of consumption, involving a certain style of life, and (d) preparation for an occupational career, involving changes in the nature of jobs, and different types of jobs depending on the position in the life cycle. Conclusions suggest a broadening of the concept of "vocation," and a change in approach to the analysis of the decision-making process from traditional stochastic analysis to "disjointed incrementalism," that is, making decisions for short time-periods only,

and with strict limitation on available data and resources. (Author)

Guidance in the elementary school. Volume 36. No. 7. Frankfort, Kentucky: Kentucky State Department of Education, Division of Guidance Services, 1968. (ED 032 594).

It is generally accepted that the elementary school should provide for the individual needs, according to abilities and interests of early and intermediate childhood. It is now recognized that from the time of birth, through elementary school, and until graduation from high school, children need some help in developing capacity for self direction and in maintaining satisfactory progress toward worthwhile goals. In this bulletin guidelines are suggested for the development of guidance in the elementary school in accordance with the goals of the elementary school. Included in the overview of elementary guidance are the purposes, philosophy and needs of elementary schools, as well as the major goals of guidance services at this level. In planning and organizaing the program, the roles of school personnel in the elementary guidance program are discussed. Under basic services and activities, counseling is thoroughly discussed, as well as ethics, consultation, information services, and resources. Other areas included are: (1) educational development of the elementary school pupil, (2) career development, and (3) social-personal development. (RIE)

Gysbers, N. C. and Moore, E. J. Cooperative work experience as a guidance setting. American Vocational Journal, 1968, 43, 16, 61.

A major emphasis of cooperative work experience programs is the development of job skills. Classroom and on-the-job time is devoted to mastering specific skills needed to carry out the tasks that make up an occupation. The authors believe that counselors should be an integral part of the cooperative education team and that their major function as part of this team should be to carry out a series of counseling contacts which bear on the impact that work experiences are having on the values and attitudes of the cooperative students. The following are various methods that counselors can use to become actively involved in this interaction process: (1) individual sessions, (2) group counseling techniques, (3) role playing, and (4) having small groups write vocational biographies. The work experience program is a unique educational opportunity for helping students make effective transitions from school to work. (JB)

Hallenbeck, P. N., Campbell, J. L. Conceptual framework for work adjustment and training. Journal of Counseling Psychology, 1966, 13, 409-15.

An outline of the process of work adjustment in a transitional workshop is presented in a four-phase framework: "settling in," "learning," "growth," and "job readiness." The dynamics of the client's change are described as the problems and tasks of each phase, and the client's

behavior as described in each phase may serve as "landmarks" to his progress. The importance of environmental factors, including the intervention of the work adjustment counselors, are noted as facilitating the tasks of the client. The total framework may serve as a conceptual background for professional persons involved in work adjustment training. (Author)

Hamilton, J. A. Video group social models, group stimulus materials and client characteristics in vocational counseling: An experimental study. Washington, D. C.: American Educational Research Association, 1969. (ED 028 475).

Eleventh grade male students participated in this study designed to promote career information-seeking and information-processing behavior. Three experimental treatments were administered: (1) structured group stimulus materials, (2) group social modeling, and (3) group social modeling combined with discussion. Three control procedures were employed: (1) insight group counseling; (2) wait control, and (3) no-interest control. Planned stimulus materials were used in four group counseling sessions. Four video presented group social models were used in four sessions. This sequence and content was followed in the modeling-discussion treatment. Group social-modeling and modeling-discussion treatments were found to promote significantly more knowledge of and ability to stimulate career decision-making at one school. Structured stimulus materials and modeling-discussion were found to stimulate significantly more subject performance of actual career decision-making behaviors at a secondary school. (RIE)

Havighurst, R. J. Middle school child in contemporary society. Theory into Practice, 1968, 7, 120-2.

The middle school is based on the concept that today's youth mature faster now and that the social environment is more complex. The young person must approach learning and his own social experience in a more mature way. The middle school is supposed to help the student cope with the knowledge avalanche and to achieve three developmental tasks: (1) organizing one's knowledge of social and physical reality, (2) learning to work well in the peer group, (3) becoming an independent person. The middle school is in a good position to strike a balance between the conventional instrumental goals of the school and the emerging expressive goals. Writers on the middle school curriculum are stressing the message that children can enjoy learning for its own sake, and it is in the middle grades they really begin to make something of themselves as independent learners. (JB)

Havighurst, R. J. Counseling adolescent girls in the 1960's. Vocational Guidance Quarterly, 1965, 13, 153-160.

This article states that girls should receive different counseling than

boys for two reasons: (1) the pathways to adulthood for girls are different than those for boys, and (2) the problem of identity achievement for girls is different than for boys. Yet, in general, the article advocates the same curriculum for boys and girls, except in the vocational area. The author presents a description of each of the forms of feminine deviancy. Counselors of adolescent girls need to understand the variety of acceptable career patterns open to girls and also to understand the deviant behavior which may be associated with these career patterns. (JB)

Hechlik, J. E., Comp. Elementary school counseling and guidance. CAPS current resources series. Ann Arbor, Michigan: Michigan University, Counseling and Personnel Services Information Center, 1968. (ED 023 146).

This publication is one of a series on current research and resources compiled by the Counseling and Personnel Services Information Center. The literature dealing with elementary school guidance and counseling stresses developmental and preventative procedures for optimizing the learning opportunities and the personal development of elementary school children. Resumes of the selected literature indicate current concerns, programs, research, and resources specifically focused on guidance and counseling in the elementary school. The abstracted materials are indexed by subject and author. Procedures for obtaining complete documents are explained. (RIE)

Hershenson, D. B. Techniques for assisting life-stage vocational development. Personnel and Guidance Journal, 1969, 47, 776-80.

Since vocational development processes are not synonymous with psychopathology, the techniques for assisting vocational development must be conceptualized as distinct from psychotherapy. Two levels of assistance are suggested: facilitation (promoting normal development) and remediation (actively removing serious blocks to development). Utilizing the author's earlier formulation of five vocational development life stages, four transitions exist: (a) social amniotic to self-differentiation; (b) self-differentiation to competence; (c) competence to independence; and (d) independence to commitment. Procedures required for making these transitions involve, respectively: (a) determining the program; (b) information in-put; (c) information processing; and (d) information utilization. Techniques for assisting these procedures involve, respectively: (a) facilitation--life style analysis, remediation--skill training; (b) facilitation--guidance, remediation--skill training; (c) for content--client-centered approach, for process--training in decision-making; and (d) for intrapsychic difficulties--existential approaches, for situational difficulties--job matching. For c and d, facilitation and remediation differ in degree, not in kind. (Author)

Hershenson, D. B. and Roth, R. M. Decisional process model of vocational

development. Journal of Counseling Psychology, 1966, 13, 368-70.

Vocational development may be conceived of as a decision-making process which creates two trends: (a) narrowing the range of possibilities, and (b) strengthening the possibilities which remain. Through the successive refinement of these trends, events are experienced, construed and acted upon until a career choice is arrived at. The steps through which these trends are produced and operate are outlined. Research on factors which influence the decisional process is needed; the possible factors of information and commitment are suggested. Implications for counseling practice are suggested. (Author)

Hewer, V. H. Group counseling. Vocational Guidance Quarterly, 1968, 16, 250-7.

After a discussion of the nature and purpose of group counseling, selected research in the field is reviewed. The effectiveness of group counseling is compared to that of individual counseling in counseling situations involving information seeking behavior, test interpretation, achievement, and vocational choice. The author includes her research in the latter area regarding both its actual and comparative effectiveness. Also she includes a detailed description of the group counseling program at the University of Minnesota and of the problems encountered. The major goals of group counseling programs are understanding of self in relation to the educational and vocational world. (JB)

Hill, G. E. The guidance of elementary school children. Albany: New York State Education Department, Bureau of Guidance, 1968. (ED 028 463).

The author concerns himself with ten questions concerning guidance of the elementary school child: (1) what is effective education, (2) what sorts of schooling do children need, (3) how much of the child does the school seek to educate, (4) what are the guidance learnings, (5) what is the meaning of guidance, (6) does the school really need guidance, (7) what are the functions of the elementary school counselor, (8) what about the remedial versus the developmental approach, (9) what should be the preparation of the elementary school counselor, and (10) what of the future? (RIE)

Horyna, L. L. and others. Working, learning and career planning: A cooperative approach to human resource development. Greeley, Colorado: Rocky Mountain Educational Laboratory, Incorporated, 1969. (ED 034 874).

As an approach to solving the problem of under-utilization of human resources, the Cooperative Career Planning (CCP) concept stresses the role of the public school system in the coordination of available educational resources with potential job-training work stations in a given community or geographic area. In this way the community could become a laboratory for learning experiences available to everyone, regardless of

age or socioeconomic condition. This position paper presents a brief review of existing manpower programs and policies, proposed objectives and organizational structure of the CCP, a model for evaluation, and a selected bibliography. (RIE)

Hoyt, K. B. Role, function, and approach for guidance in career development of youth from junior high through senior high. (Enclosure with March/April 1969 of "Ohio Guidance News and Views"). Carrollton, Georgia: West Georgia College, 1969. (ED 033 386).

A neglected minority of our youth, those contemplating entry into the labor market at the end of secondary school, need an improved program to equip them to meet this labor market adequately. The role of guidance in the career development of junior and senior high youth includes: (1) helping the student to see himself as worthy, (2) helping students experience success, (3) helping students to find ways that school can make sense to them, (4) helping students consider and make decisions regarding the values of a work oriented society, (5) helping students develop an understanding of their own talents, and (6) helping students make choices from a wide range of alternatives. One of the most important functions of guidance for students headed towards entry into the labor market is to care about these students. Secondly, counselors need to seek these students out, and demonstrate their interest in them. Approaches to guidance for use with these students include: (1) the help and involvement of teachers, (2) the utilization of community resources, and (3) the offering of more relevant curricula. (RIE)

Jones, G. B. and Nelson, D. E. Elements of a comprehensive guidance system integrated in the instructional process. Washington, D. C.: American Personnel and Guidance Association, April 2, 1969. (ED 033 398).

This study describes a current attempt to design a comprehensive guidance system which will be an integral part of a program of individualized education and which serves the needs of all students at each academic level. Preliminary investigation has led to tentative specification of 12 components comprising the guidance system, five involving indirect intervention on behalf of the students, and seven presenting guidance experiences directly through the instructional process. Basic objectives are to encourage problem solving behaviors among the students involved, and to create greater awareness of career information in order to enable students to make better decisions for their own futures. Programmatic research and development activities to assist individuals to acquire and perform behaviors which will result in their solving real-life problems wisely is also currently underway. The ultimate training program must specify behaviors included in solving real-life problems wisely, and reliable criterion measures for assessing students' abilities to perform these behaviors must be developed. Hopefully, findings from this research will point the way toward discovering a superior problem-solving training approach, including the cost in time and money for such a program in a school setting. (RIE)

Jones, G. B. and Nelson, D. E. Approaching a vocational education problem through Project TALENT--related guidance system components. Vocational Guidance Quarterly, 1970, 18, 187-193.

It is the thesis of this paper that a well-developed guidance program aimed at assisting students to formulate, to plan the achievement of, and to manage their performance toward their educational and vocational goals may be a major step in the direction of alleviating this vocational education problem. This guidance program would focus on student and parent educational and vocational goal formulating and planning activities. Elements and strategies for the following four components might be individualized to students' characteristics and investigated in such a guidance program: personal assessment, personal choice opportunities, personal problem-solving skills, and setting and attaining personal goals. The Project TALENT data bank might be utilized to develop a simulation experience to help students acquire personal problem-solving skills or a descriminatively predictive tool to assist student goal selection and planning. (JB)

Jones, G. B. Using Project TALENT to improve vocational guidance. Washington, D. C.: American Institutes for Research and American Vocational Association, 1968. (ED 034 242).

The problem of assisting students to consider vocational-educational opportunities is discussed. To meet the needs of prospective vocational education students, a guidance system must help them in educational and vocational planning; interest them in the exploration of training opportunities, and motivate them to seek information and pursue enrollment at the appropriate institutions. Since there are many negative attitudes (parents' and students') toward vocational education, it is recommended that parents become involved in the processes which are part of a vocational guidance system. Twelve possible components of a comprehensive vocational guidance system are outlined. It is stressed that in order to be comprehensive the system must complement the other activities of the educational program so that the total program attempts to meet all the needs of all the students. Examples which illustrate how the findings of Project TALENT can contribute to the improvement and development of a guidance system are also included. (RIE)

Kaiser, R. S. Educational and vocational guidance in a summer camp setting. Vocational Guidance Quarterly, 1967, 16, 56-58.

This study focuses on a summer camp and attempts to determine the response of high school students to the addition of group guidance and individual counseling to the summer camp program. They began by initiating three group guidance seminars followed by individual counseling sessions. A questionnaire was administered to camp counselor-trainees to help evaluate the guidance program. In short, the response to the questionnaire while indicating possible areas of improvement, endorsed educational and vocational guidance as a useful supplement to their camp experience. (JB)

Kaldor, D. R. and Zytowski, D. G. Maximizing model of occupational decision-making. Personnel and Guidance Journal, 1969, 47, 781-8.

This paper proposes a theory of occupational choice derived from the tenets of economic decision-making. It asserts that the determinants of occupational choice are: (a) the chooser's occupational utility functions (preference system); (b) the resources or inputs at the disposal of the individual; and (c) the anticipated consequences of employing given resources in various occupations with differing potential for gratification. The strategy employed in the resolution of choice is maximization of net gain. The concept of substitutability of occupational utility functions is introduced, and the genesis of utility is discussed. (Author)

Katz, M. Model of guidance for career decision making. Vocational Guidance Quarterly, 1966, 15, 2-10.

A model is developed to include three systems of data: value, information, and prediction. Various values of occupational choice are given numerical value, rated returns for various occupations are added, as is the students' success probability (based on tests and records) to yield a model with which the individual can experiment. The student can then more fully realize the importance and priority of his goals, the opportunities and returns from given occupations, and his possible success and happiness in a field as it relates to these two factors. The guidance counselor can help the student to find order in the complexities of decision-making, help him to enrich his experience by examining it, and help him to become the conscious artist of his own career. (JB)

Kelpatrick, G. Choosing an occupation wisely--A proposal to take the guesswork out of future vocational guidance. (ED 020 718).

On entering junior college, the student has made or will soon make an occupational choice. He usually makes it without enough understanding of himself. The counseling office may be understaffed or primarily concerned with program advisement rather than with the proper direction of the program. His choice may therefore be made in response to current interests (subject to change) or to parental influence, neither of which may recognize the student's ability or potential. A systems approach is proposed to assess the student's abilities and interests by a battery of tests. The profile of his test scores is compared mathematically for best fit with statistical renditions of profiles of job requirements as determined by the test scores of successful practitioners in many jobs. The careers for which the student is best fitted will be shown in rank order. He may then seek information about the ones with which he is unfamiliar and about the opportunities in those areas that interest him. This system would objectify the present random selection process, making more efficient use of the student's, teacher's, and counselor's time, and of tax dollars, educational facilities, and society's manpower. (RIE)

Krumboltz, J. D. and others. A study to determine how counseling procedures can be used to help students make decisions and plans more effectively. California: Stanford University, 1966. (ED 010 185).

Counseling procedures derived from research in social learning were experimentally tested. Procedures were used by counselors to assist students in learning how to make plans and decisions more effectively. Specifically, this study tested the relative effect of student social models, characterized by varying degrees of athletic, social, and academic success, on the information-seeking behavior of male high school students. The study was conducted in 4 high schools with 225 eleventh grade students. Treatment procedures administered to 189 students in 27 active treatment groups included the presentation of an audiotape in which the peer social model verbally demonstrated those behaviors the study sought to promote. Evaluation of the treatment procedures was made by determining the frequency and variety of such information-seeking behaviors as writing to a college for entrance information. Results indicated that the treatment procedures did not produce statistically significant differences among the various treatment groups to answer or support the questions and hypotheses raised. Though not hypothesized, it was found that subjects counseled by a male counselor engaged in a significantly greater number and variety of information-seeking behaviors then subjects counseled by a female counselor in the same school setting. Additional research utilizing different criterion measures, designs, and media of model presentation is necessary before any final conclusion can be drawn. (RIE)

Related References:

Krumboltz, J. D. and Schroeder, W. W. Promoting career planning through reinforcement. Personnel and Guidance Journal, 1965, 44, 19-26.

Krumboltz, J. D., Varenhorst, B. B., and Thoresen, C. E. Nonverbal factors in the effectiveness of models in counseling. Journal of Counseling Psychology, 1967, 14, 412-418.

The degree of model counselor attentiveness and prestige in increasing later information-seeking behavior (ISB) was tested experimentally. 1 of 2 video taped interviews, in which the model counselor was either attentive or non-attentive, was presented to 56 female high school juniors in 7 schools. 4 treatment combinations were arranged by introducing each of the 2 interviews with a statement attributing either high or low prestige to the model counselor. Active and inactive control groups (n = 56 each) were randomly constituted. Exposure to the video taped model interviews produced more ISB than did either control procedure. Hypothesized differences attributable to levels of prestige and attentiveness were not found. (Author)

Krumboltz, J. D. Behavioral goals for counseling. Journal of Counseling

Psychology, 1966, 13, 153-159.

The goals of counseling should be stated as those specific behavior changes (a) desired by each client, (b) compatible with his counselor's values and (c) externally observable. Such behavioral goals would be both more consistent with the guidance tenet of individual worth and more scientifically useful than the traditional goals of counseling such as "self-understanding" and "self-acceptance." The use of behavioral goals would result in (a) a clearer anticipation of what counseling could accomplish, (b) a better integration of counseling psychology with the mainstream of psychological theory and research, (c) a facilitation of the search for new and more effective techniques for helping clients and (d) the use of different criteria for assessing the outcomes of counseling with different clients. (Author)

Krumboltz, J. D. Behavioral counseling: Rationale and research. Personnel and Guidance Journal, 1965, 44, 383-387.

The criteria for judging the success of counseling for any given client must be based on the requests of that client. Counseling consists of whatever ethical activities a counselor undertakes in an effort to help the client engage in those types of behavior which will lead to a resolution of the client's problems. Like all professional persons, the counselor may elect to limit the problems with which he works on the basis of his own interests, competencies, and ethical standards. Evidence is accumulating that a counselor can act effectively to promote career planning, improve test-wiseness, increase social participation, increase deliberating and decision behavior, make test results acceptable, and modify unrealistic decisions. Accomplishment of clients' goals, not adherence to prescribed procedures, should be the mark of a successful counselor. (Author)

Lewis, E. C. Counselors and girls. Journal of Counseling Psychology, 1965, 12, 159-166.

In books, magazines and professional journals counselors are being exhorted to become more alert to the special needs of girls in their vocational and educational planning. This paper surveys evidence concerning the real counseling needs of the typical high school and college girl, the typical "career girl," and the vocational development patterns of girls in general. It is stressed that, in his attempts to provide effective counseling for girls, the counselor is handicapped by many gaps in the research concerning the vocational, educational and personal development of girls in our society. (Author)

Lofquist, L. H. A system for predicting outcomes of vocational counseling. 1967. (ED 015 511).

The Theory of Work Adjustment (TWA), which provides a conceptual framework for research in work adjustment, has been tested, criticized, and

recently restated. TWA assumes that each individual seeks to achieve and maintain correspondence with his environment. Correspondence is defined as a harmonious relationship and mutual suitability between the individual and his environment. In the case of work, correspondence is described in terms of the individual fulfilling the requirements of the work environment, and the work environment fulfilling the requirements of the individual. The stability of this correspondence is manifested as job tenure. The levels of satisfactoriness and satisfaction (SS), for individuals with substantial tenure in a specific work environment, establishes the limits of SS from which tenure can be predicted for other individuals once their necessarily stable work personalities have been assessed. Instruments were developed to measure--(1) work relevant needs of individuals, (2) occupational reinforcer systems of jobs, (3) intermediate work adjustment short of tenure, and (4) satisfactoriness scales. The vocational counselor can now more precisely determine what jobs are most likely to facilitate client SS. A list of the formal propositions of TWA are included. This paper was presented at the American Psychological Association Convention, Washington, D. C., September 5, 1967. (RIE)

Lyon, R. Vocational development and the elementary school. Elementary School Journal, 1966, 66, 368-76.

Discusses the occupational-guidance theories of John L. Holland, Anne Roe and Donald Super. The main purpose of vocational concern in the elementary school should be to foster self-knowledge, particularly in relation to the world of work. Emphasizes that the developmental approach to childhood education should include the promotion of vocational maturity. (CL)

Lyon, R. Beyond the conventional career: Some speculations. Journal of Counseling Psychology, 1965, 12, 153-158.

Career development theory has provided counselors with vital insights; however, there are indications that we will not be able to account for change in career patterns unless we become more aware of how the theory is tied to cultural determinants rather than to a universally applicable developmental psychology. Once these determinants are explicated, changing patterns will be more easily anticipated and we will be less reconciled to present day rigidities and dysfunctions involved in career choice. Various possibilities, including serial careers, are examined. (Author)

Matheny, K. B. The role of the middle school in career development. American Vocational Journal, 1969, 44 (9), 18-21.

The author reviews vocational development to establish the role of the middle school and recommends practices for implementing it. The middle school--grades five or six through eight--shares with other levels of public education a concern for the career development of students. The

concern should be translated into four major functions: (1) to provide opportunities for the development and implementation of an accurate self-concept; (2) to teach decision-making skills; (3) to provide vocational information and exploratory experiences; and (4) to help students choose and locate appropriate curricula or jobs. Concern for career development should be consistent throughout the entire middle-school curriculum. Career development goals are ambitious ones. A serious attempt to judge the value of efforts directed toward their accomplishments is in the best interests of students, educators, employers, and taxpayers. (JB)

McCabe, S. P. Hazards in the use of clinical techniques in vocational counseling. Personnel and Guidance Journal, 1965, 43, 879-81.

Two approaches to vocational counseling, the trait-factor model and the dynamic model are contrasted. The failure to obtain positive results in several now classic investigations involving the use of clinical techniques to predict occupational success and adjustment compared with the success of more traditional predictors suggests that uncritical utilization of the dynamic model is ill-advised at the present time. Until some convincing evidence of the validity of the application of clinical techniques is available, it is recommended that the more economical and empirically validated techniques of the trait-factor approach be relied upon. (Author)

McDaniels, C. Youth: Too young to choose? Vocational Guidance Quarterly, 1968, 16, 242-249.

Author contends youth (14-18 years) are not too young to choose a vocation, only too poorly prepared to make choices. They must have help all along the way of a systematic developmental nature that operates out of a solid theoretic position. Efforts to help youth choose must be long term, continual and developmental. They must also recognize the varying rates of readiness and approach each student on an individual basis. And finally, all efforts must safeguard the individual's right to make free choices for himself. (JB)

Miller, A. W., Jr. Learning theory and vocational decisions. Personnel and Guidance Journal, 1968, 47, 18-23.

The theme is proposed that a learning theory of vocational behavior could contribute to both understanding and theory development in the area of vocational decision. The discussion includes a definition of vocational decisions and specification of three functions of a theory. The functions are explanation, prediction, and control. The developmental, psychoanalytic, and trait approaches to theories of vocational decisions are contrasted with a learning approach in terms of the definition of decisions and the functions of theories. An example of vocational counseling illustrates the application of learning concepts to vocational decision be-

havior. The major advantages of a learning theory approach are that it has the potential for both accurate prediction and extensive control of decisions. (Author)

Nachmann, B. Some comments on clinical appraisal in vocational counseling. Personnel and Guidance Journal, 1965, 43, 884-5.

Presents a quick appraisal of several researchers in vocational counseling. Comments are made on the papers of Forer, McCabe, Segal and Kavkewitz. Forer explicitly and Segal and Kavkewitz by implication properly emphasize the importance of an intimate knowledge of the work in an occupation and an understanding of its psychological meaning--the half of the picture whose neglect has crippled many studies of occupational choice and the efforts of many counselors. Dr. McCabe's paper is difficult to relate to the others since he appears to be discussing a different issue--the prediction of level of performance rather than the understanding of choice. (JB)

Nelson, D. E. and Jones, G. B. Selected guidance system components related to instruction. Psychology in the Schools, 1970, 7, 153-158.

An attempt is currently being made to design a comprehensive guidance system which attempts to serve the needs of all students at each academic level and to concern itself with student outcomes outside of, as well as within, the educational setting. Aimed at the identification of student needs or clusters of them, preliminary investigation led to the tentative specification of twelve components. Five of these twelve involve indirect intervention on behalf of the students. Here various counseling personnel and techniques derived from educational technology are used to conduct systems monitoring and research from the viewpoint of protecting, and fostering the development of, the individuality of students. Two of those seven remaining represent the prescriptive phase of the guidance system. In these components the emphasis focuses on problem correction or remediation. The remaining five components constitute the developmentally oriented phase of the guidance systems. These components involve instructional activities for all students and helps students to formulate and to pursue their immediate and long range goals. Each component of the system must face the same ultimate criterion of effectiveness: desired changes in student knowledge, attitudes and behavior. (JB)

O'Dell, F. L. Where the challenge is met: A handbook for guidance in grades seven, eight, and nine. Columbus, Ohio: Ohio State Department of Education, Division of Guidance and Testing, 1968. (ED 029 338)

The purpose of this handbook is to outline the general aims and objectives of a junior high school, describe the major activities of its guidance program, and show, by examples, how activities can be practically integrated into the program. The introductory chapter includes

the definition, need, and objectives of the guidance program, including the team approach used and the pupil-counselor ratio. The need, objectives, contents, and evaluation of orientation programs comprise Chapter Two. Chapter Three focuses on Testing. The chapter on Information Services includes a discussion of various types and sources of information. Group guidance is discussed, followed by a chapter on counseling, which includes guidelines on the counseling process, timing, goals, and types. A brief chapter on evaluation is followed by a discussion and suggestions for working with students who have special problems. A junior high school guidance calendar is suggested. (RIE)

Reed, H. J. Entering the world of work: With study discussion guide by C. Smallenburg and H. Smallenburg. PTA Magazine, 1969, 63, 9-10.

Author discusses pressures from home and the world that can affect a person's attitudes and maturity. The junior high counselor must supply students with factual information about employment possibilities, requirements and trends. Senior year students should have individual counseling, and as much help as possible to make a choice in a vocation. Job choice and success will depend on the help they have received in earlier years--from parents, educators, and counselors who have cooperated to provide reliable educational and occupational information, exploratory experiences in business and industry, and a viable school curriculum. (JB)

Swain, E. Help stamp out stereotypes: attitudes toward occupations. American Vocational Journal, 1967, 42, 28-29.

Author is concerned with evaluative attitudes prevalent among the population today toward certain occupations. Rigid attitudes toward certain occupations are an obstacle to freedom of choice. Vocational education has the opportunity to change attitudes toward specific occupations among three groups--students, the general population, and yourself. (CL)

The description and demonstration of a guidance program in one district K-12. Palo Alto, California: Palo Alto Unified School District, 1968. (ED 020 535).

Various aspects of the Palo Alto guidance program were presented at the conference. The objectives of the program were based on the belief that guidance should foster individualization in the development of all children by providing conditions which would ensure this individualization. These two theoretical constructs, reinforcement theory and decision-making process, have directly affected the development of the Palo Alto guidance program, and have contributed to its framework. The abstracts presented, which describe particulars of the program, can be divided into three general categories--(1) the role and function of guidance workers, (2) some guidance programs and practices, and (3) research and

evaluation activities. The concluding section examines areas of future concern. This paper was presented at the Palo Alto Guidance Conference (Palo Alto, California, January 20, 1968). (RIE)

Thoresen, C. E. and others. Behavioral school counseling: A demonstration of the Stanford Career Planning Project. Washington, D. C.: American Personnel and Guidance Association, 1969. (ED 031 721).

The Stanford Career Planning Project designed and tested the effectiveness of three competing experimental treatments for promoting career exploration in adolescents. They were: (1) group structured stimulus materials, (2) group social modeling, and (3) a combination of the two. Planned stimulus materials were prepared and used in four group counseling sessions with eight subjects per counseling group. Four video-presented group social models were developed and used in four sessions paralleling the content of the structured stimulus materials. The sequence as well as content of these first two treatments were followed in the third treatment. A variety of learning activities and suggested counselor comments are included in the report to help achieve the following behavioral objectives: (1) given a small group of between four and eight high school students, it will be possible to identify student verbal responses demonstrating career information-seeking behaviors; (2) given the same type of group, it will be possible to use four types of verbal and nonverbal reinforcers immediately after students' verbal demonstrations of above-indicated behaviors; (3) it will be possible to use at least one method for determining how effective the group counseling program actually was. (RIE)

Thoresen, C. E. and Mehrens, W. A. Decision theory and vocational counseling: Important concepts and questions. Personnel and Guidance Journal, 1967, 46, 165-172.

Ignorance of specifics of career decision-making processes has prevented development and use of more effective vocational counseling procedures. Simply giving clients vocational information and assuming rational use of it is criticized. Contemporary decision theories suggest several relevant variables. Two variables, subjective probabilities (individual's self-estimates of success) and utilities (desirabilities held for outcomes or alternatives), are discussed in relation to presenting clients with objective probability information concerning future plans. Some relevant research is reviewed and two questions are discussed: (1)How do different methods of presenting information influence subjective probabilities? (2) How are utilities influenced by objective probability data? (Author)

Tillinghast, B. S. Choice orientation of guidance. Vocational Guidance Quarterly, 1964, 13, 18-20.

Guidance has been concerned with alternate plans and decisions for the

individual. It is the thesis of this article that planning and deciding by the counselor and the counselee inevitably includes some combination of choice orientations concerned with (1) the probable, (2) the possible, and (3) the desirable. Consideration of, and concern with the probable, emphasizes alternatives stressing security, stability, and safety. Provisions for consideration of the possible are based upon an orientation which holds that the rewards of success are more important than the consequences of failure. Choices based on the desirable are concerned with ideals without particular regard for statistical reality as it now exists or future situations as they can be reasonably projected. None of the above choice orientation exist in pure isolation, but all are present in varying degrees of influence in any guidance effort. Balance and harmony among the choice orientations of the probable, the possible, and the desirable, are a necessary attainment for each counselor. (JB)

Van Hoose, W. H. Guidance for total development. Detroit, Michigan: Wayne State University, 1969. (ED 031 762).

Elementary guidance, deriving much of its content from the developmental phenomena of middle childhood, is viewed as the maximization of human potentiality in the total range of the population. Included in the list of elementary school guidance objectives are (1) aiding academic development, (2) helping children develop health self-concepts, (3) aiding self-understanding, (4) aiding children with vocational development, (5) helping children to cope with complex inter-personal relationships, and (6) alleviating personal and emotional problems. Each of these objectives are explained. While guidance is a point of view, idea, and belief, it is also a function. Some of the key functions of elementary school guidance are: (1) child study, (2) early identification of children with special needs, (3) counseling, (4) work with other significant adults, (5) career development, and (6) coordination of school and community resources for guidance. Such functions are a must if counselors are to meet obligations to children at the elementary level. (RIE)

Warner, T. (Ed.) Needed concepts in elementary guidance. Columbus, Ohio: State Department of Education, 1969. (ED 029 335).

School administrators and developmental guidance is the topic of the first speech. Developmental guidance, concerned with personalizing the educational experience, should be available to each child to gain self-understanding. Major responsibilities of the elementary guidance department are pupil appraisal, consultation, and developmental counseling. The administrator--his interests, his values, and his support--is crucial to the success of the program. Opening new vistas to children through career exploration is the subject of the second speech. Nine reasons are given which deal with the child's perception of himself, the world of work, and the future. Nine points are then made pertaining to how this exploration should be conducted. It should be active, relevant, exploratory, and non-graded. Career exploration should use available role models, starting with parents and moving outward to the larger society, with a

minimum of amassing and digesting occupational information. (RIE)

Wellington, J. A. and Olechowski, N. Attitudes toward the world of work in elementary school. Vocational Guidance Quarterly, 1966, 14, 160-62.

Since attitude and value formation takes place in elementary school years, this study attempted to determine if primary grade youngsters could gain awareness important to vocational attitude and value formation. Under teacher's leadership, students formulated questions to be asked of those they knew in the world of work. The answers they received were discussed in class. Students developed awarenesses of, among other, that there are different kinds of work; that interests and abilities affect work; that occupations have both advantages and disadvantages; and they developed a respect for other people, the work they do, and the contributions made by providing products and services. (JB)

Whitfield, E. A. Vocational guidance in the elementary school: Integration or fragmentation? The School Counselor, 1968, 16 (2), 90-93.

In this study, it is proposed that the elementary school include an integrated vocational guidance service which is part of the total school program. To provide such a service will require that elementary school counselors have a thorough knowledge of vocational and child development theories and have an understanding of the elementary school curriculum. With such an understanding the counselor will be able to identify and utilize meaningful "vocational" experiences and act as a resource for teachers to aid them in taking advantage of these experiences within their classroom activities. Counselors and teachers should not be over-concerned with the pupils' future life, but should concentrate on his "being" in his day-to-day experience. Learning personal interaction and decision-making are developmental tasks that should be part of the elementary school years. (JB)

Witmer, J. M. A rationale for guidance in the elementary school. Paper presented at an Elementary Guidance Workshop, Myrtle Beach, South Carolina, June 1968. (ED 025 790).

The growth of guidance programs in elementary schools has been rapid in recent years as industrialization, urbanization, population growth and mobility, and occupational specialization have called for individualized education beginning in the early years. This paper discusses (a) the relationship of elementary guidance to instruction, with guidance as a point of view and a process, and (b) guidance functions. The need for elementary guidance is based philosophically on commitment to the individual, valuation of the search for meaning, freedom to grow, and opportunity for optimal development. Psychologically, it is based on concern

for individual differences, shared developmental needs, exceptional needs, learning difficulties, and behavior and adjustment problems. Relevant social conditions are concern for the culturally disadvantaged, dropouts and unemployment problems, crime and delinquency, and the mental health movement. The expanding body of research supporting the need for a planned elementary guidance program is summarized. Discussion turns to the development of such a guidance program, proposing rationale and strategies, and emphasizing a team approach. (RIE)

Woody, R. H. Vocational counseling with behavioral techniques. Vocational Guidance Quarterly, 1968, 17, 97-103.

Author reviews various behavioral techniques that seem appropriate for counseling: social recognition and object rewards, social modeling, verbal reinforcement, systematic desensitization, assertive practice, and clinical suggestion. He presents these primary behavior techniques and examples of their past and future use as they relate to vocational guidance and counseling. There is little doubt that these action-oriented techniques have a valid claim to inclusion in counseling, and indeed their high degree of efficacy virtually demands that counselors give immediate consideration to their use. These behavior techniques seem especially well suited to vocational counseling. In fact, analysis of existing vocational guidance practices reveals a great deal of reinforcement. (JB)

Yabroff, W. W. An experiment in teaching decision-making. Sacramento: California State Department of Education, 1964. (ED 010 701).

Two hundred forty-eight ninth-grade students were given four weeks of daily intensive group guidance on vocational and educational planning prior to experimental treatment. Students were randomly divided into three ability groups and three treatment groups. The control group received no further treatment. Group 1 received training using local probability data (experience tables). Group 2 received instruction in decision-making using general probability similar to that presented in the first four weeks. Group 1 scored significantly higher (beyond .01 level) than groups 2 and 3 at all ability levels in (1) knowledge about the process of decision-making, (2) awareness of high school and college alternatives, and (3) knowledge of the probabilities involved in these alternatives. No significant differences between sexes were found. This experiment suggests that in helping ninth-grade students learn decision-making, local probability data can be meaningful to students at all ability levels, equally effective with boys and girls, and more effective than general data or structured guidance units on general information. The author suggests that using local data and allowing the student to make his own tentative interpretation makes the data more personal and stimulates intensive group discussion about educational plans and personal values. (RIE)

Yunker, J. A. Pre-high school vocational group guidance for potential dropouts and non-college-bound students. California: Tracy Elementary School District, 1967. (ED 012 944).

The purpose of this study was to determine the effects of small group guidance sessions and industrial tours on an experimental group of male, eighth grade students deemed lacking in academic interest and/or ability who were classified as potential dropouts and non-college-bound students. It was hoped that the experience would make them more cognizant of vocational opportunities for qualified persons, help them to select better academic programs, increase their awareness of personal strengths and weaknesses, and increase their awareness of the relationship between school and work. Data for research were gathered by examining student grade point averages, citizenship-grade averages, attendance records, and Kuder Preference Record (KPR) results. The KPR was administered both before and after the tours to the experimental group and a control group. The experiment (1) did not augment student awareness of the importance of academic pursuits, (2) did not motivate students to perform significantly better in citizenship or in classroom behavior, (3) did not significantly lower the number of unexcused absences, and (4) did not uncover significant interest changes. However, students did achieve higher post-test results on the mechanical and scientific scales of the KPR. (RIE)

Zaccaria, J. D. Developmental tasks: Implications for the goals of guidance. Personnel and Guidance Journal, 1965, 44, 372-5.

A review of the literature and research in the behavioral sciences reveals three unique but related concepts: (a) developmental tasks, (b) vocational developmental tasks, and (c) psychosocial crises. Although these formulations are derived from three different disciplines and three different modes of thought, there is a great deal of similarity among them. The three formulations for the developmental stage of adolescence are amalgamated into a master synthetic construct and implications are drawn in terms of the short-range goals, intermediate-range goals, long-range goals, and ultimate goals of guidance. (Author)

Chapter III

CAREER DEVELOPMENT CONFERENCES

A comprehensive report and evaluation survey of the Alternate Opportunity Conference. Visalia, California: ADAPT, A PACE Supplementary Educational Center, 1968. (ED 026 657).

The ADAPT Supplementary Educational Center is a Title III Elementary and Secondary Education Act PACE Center funded for the purpose of encouraging educational change and encouraging relevant activities in the educational programs in its service area. During 1967-68, one of the activities in the ADAPT application called for "four conferences for students." The "Alternate Opportunity" conferences were conducted for the purpose of demonstrating one method of helping to prepare continuation high-school students for the world of work. The strategy adopted was to place students in direct contact with personnel recruiters from industry in a realistic job seeking setting. They would be informed about the alternatives open to them and, at the same time, be provided with experiences in seeking positions. Appended are: (a) an announcement brochure; (b) Alternate Opportunity Conference program planning; (c) an evaluation of the conference; (d) letters of support; (e) a roster of adult participants; and (f) the financial report. (RIE)

Annas, P. A. & others. Proceedings of the New England Guidance Conferences. New England Educational Assessment Project, 1968. (ED 034 234).

These conferences grew out of the decision of the Guidance Study Committee of the New England Educational Assessment Project that (1) vocational guidance information systems and (2) the emerging role of guidance in the schools would be two themes for worthwhile discussion which could bring together representatives of the educational community-state and local-whose responsibilities directly affect guidance services to students. Among the papers presented under the first topic are (1) "Overview to Use of Computers" by Jesse Richardson, (2) "An Overview of Vocational Guidance Information Systems" by Robert Campbell, (3) "Career Information for Today's Youth" by Glen Pierson, and (4) "Information System for Vocational Decisions" by Allan B. Ellis. Papers presented in the second conference include: (1) "Elementary School Guidance" by George E. Hill, (2) "Relating Guidance Services to Pupil Personnel Services" by Henry Isaksen, (3) "The Elementary School Counselor's Role in the Total Guidance Effort" by Harold Cottingham. (RIE)

Ashcraft, K. B., & others. A report of the Invitational Conference on Implementing Career Development Theory and Research Through the Curriculum. Washington, D. C.: National Vocational Guidance Association, 1966. (ED 010 182).

A final report has been prepared on a conference concerning vocational development and career planning. Following a planning session, those individuals who had been identified as prominent innovators in selected topic areas were invited to participate in the conference. Participants prepared papers for distribution prior to the conference and made presentations at the conference. Following each presentation, the attendees broke into small discussion groups which had the definitive assignment of developing implementing procedures. The report included reproductions of the papers presented and the following summaries: (1) Curricular Implications for Career Development, (2) Implications for Counselor Education, (3) Implications for Research, and (4) Summary of the Discussion Sessions. (RIE)

Bottoms, G. and Cleere, W. R. A One-Week Institute to Develop Objectives and Models for a Continuous Exploratory Program Related to the World of Work from Junior High Through Senior High School. Final report. Washington, D. C.: Bureau of Research, Office of Education, 1969.

The conference procedure consisted of providing participants with appropriate theoretical concepts through speakers, consultants and resource materials. Through the involvement of the participants in small groups, i.e., teams, specific objectives and models were developed for establishment of exploratory, work experience, and entry job placement programs. In addition, a team of individuals from selected states was asked to develop a plan for implementing and disseminating specific models in their respective states. In Section II of this presentation the background papers which were designed to provide general information and objectives of each model developed during the conference are presented. Detailed in Section III is the summary of each model while the general conclusions derived from the models and the one-year follow-up of the state teams is dealt with in Section IV. A conference program, a list of the participants, and the conference evaluation are presented in Section V. (Author)

Campbell, R. E. (Ed.) Guidance in vocational education--guidelines for research and practice. A Report of a National Interdisciplinary Seminar (Ohio State University, January 12-14, 1966). Columbus, Ohio: Ohio State University, 1966. (ED 011 922).

In response to the need for effective programs of vocational guidance, the center invited nationally recognized leaders from several disciplines to develop guidelines for initiating and improving such programs. There were six overall goals--(1) to stimulate interdisciplinary research and interest, (2) to evaluate the status of the field and to identify specific problem areas, (3) to assist educators and administrators in establishing policy

and program guidelines, (4) to coordinate and exchange information among the relevant disciplines, (5) to project long-range needs and goals, and (6) to reduce the time lag between research, theory, and practice. Addresses included--(1) "An Interdisciplinary Approach to Vocational Education and Guidance," (2) "Overview of Research and Development Activities--Division of Adult and Vocational Research," (3) "Manpower and Labor Economics--Implications for Guidance in Vocational-Technical Education," (4) "A Sociological Approach to the Analysis of Preparation for Work Life," (5) "Psychological Job Adjustments--Implications for Guidance in Vocational-Technical Education," (6) "Exploration in Computer-assisted Counseling." (RIE)

Career Development Workshop. Conference report, Topeka, Kansas June 1-4, 1969. Topeka, Kansas: Kansas State Dept. of Education, 1969.

The Career Development Workshop was an outgrowth of the Vocational Guidance Advisory Committee, 1968, which dealt with attitude changes and informational exchange by school counselors, educators, and the lay public. This workshop was one of several in-service training activities. In this particular activity, participants learned about community occupational resources and counselor attitudes as related to career counseling today. The conference reports include the following: (1) "Career Counseling Today," Kenneth B. Hoyt, (2) "Vocational and Technical Program Information for Use in Counseling High School Youth," R. Wray Strowig, (3) "Organized Training Facilities Related Directly to Recent Federal Legislation," Francis A. Gregory, (4) "The Employment Service As A Resource for Career Counseling," Harold Reed, (5) "Division of Vocational Rehabilitation As A Resource for Counselors," Frank F. Hage, (6) "The Local Chamber of Commerce As A Resource for Counselors," Roy Johnson, (7) "Counselor Attitudes and Career Counseling," R. Wray Strowig. (MAM)

Cooke, L. H., Jr. and Morine, J. P. Summer Institute for Vocational Counseling and Guidance Personnel. Fitchburg, Mass., 1966. (ED 019 517).

Thirty-four public school guidance counselors from six New England states, New York, and New Jersey, participated in an institute to become acquainted with the problems and special techniques involved in counseling the urban disadvantaged student. The program consisted of lectures by outstanding authorities in the field. Limited discussion periods, visits to local industry and vocational schools, and actual practice in techniques such as job analysis. Thirty-three participants responded to a questionnaire which requested their reactions to the institute. In general, the participants felt that they had received much benefit from the institute, but claimed that it had featured too many lectures, left too little time for discussion and practice, and left them sketchily prepared to actually employ the new techniques in school situations. The background of the institute, purposes, methods or procedures, and results are discussed. A list of lecturers, institute activity schedule, participant application form, questionnaire form, and a table of questionnaire results are given in the appendix. (RIE)

Frick, D. L. A training program for vocational counselors. Final report. Ft. Collins: Colorado State University, 1966. (ED 030 153).

Secondary school counselors (30) took part in a training program which emphasized vocational counseling techniques and philosophy which were applicable to their local communities. Information on the content and implications of federal acts for vocational training was presented. The program also included visiting community resources and counseling interview sessions. Program evaluation included follow-up visits to the counselors to determine community program development. The staff and trainees agreed that such a program was needed by all counselors to encourage vocational counseling and the development of vocational education programs. (RIE)

Frick, D. L. A training program for vocational counselors. Final report. Ft. Collins: Colorado State University, 1967. (ED 014 083).

An intensive vocational counselor training program lasting five weeks was held for 21 secondary school counselors in Colorado. Counselors were required to have a bachelor's degree, to qualify for counselor certification, and to be actively engaged in counseling. Admission priority was given to counselors from depressed areas. The purposes of the program were to train counselors in skills related to aiding youngsters make vocational choices, to inform counselors of vocational opportunities provided by the Vocational Education Act of 1963, the Economic Opportunity Act, and the Manpower Act of 1965, and to give them a basic understanding of vocational philosophy and information. Problems of students from depressed areas, and preventative counseling were points of emphasis. The structure of the program was--two weeks were spent studying vocational material, two weeks emphasized counseling interviews held by the trainees with clients from a vocational-technical school, and one week was devoted to a joint session of trainees and representatives from their administrations. A follow-up study and evaluation were part of the project. Counselors felt their knowledge about vocations and recent federal legislation increased, their role in vocational counseling was clarified, and communication between administrators and themselves increased as a result of the program. (RIE)

Frush, W., & others. Guidance for the exploratory years, report of the Annual All Ohio Jr. High School Guidance Conference (5th, West Carrollton, April 28, 1967). Columbus, Ohio: Ohio State Dept. of Education, 1967. (ED 012 088).

The theme for The Fifth Annual Ohio Junior High School Guidance Conference. held on April 28, 1967, was "Guidance for the Exploratory Years." The report of this conference contains a chart on the Division of Guidance and Testing of The Ohio State Department of Education, a listing of the official program, and the complete speeches presented in all sessions. The subjects of some of the speeches given were Guidance and Industry, Develop-

mental Counseling, An Administrator's View of Guidance, and the Guidance Provisions in the New Minimum Junior High School Standards of Ohio. Contents of the 14 group sessions are also given. Individual conferences for educational planning, orientation for seventh grade students and their parents, guidance in the classroom, and an overview of the total junior high school program were some of the topics dealt with in these groups. (RIE)

Gysbers, N. C. Proceedings, National Seminar on Vocational Guidance, (Northern Michigan University, August 21-26, 1966). Washington, D. C.: American Personnel and Guidance Association; American Vocational Association, 1967. (ED 019 520).

Approximately 117 educators and representatives from other areas participated in a seminar to improve guidance services through improvement of state supervisory services. Major speeches were--(1) "The Influence of the State Supervisor on the Future of Vocational Guidance" by K. B. Hoyt, (2) "Recent Conferences on Career Development and Vocational Guidance" by H. Borow, (3) "Educational and Occupational Information from Kindergarten to Grade 12--Implications for Supervision and Counselor Education" by R. Hoppock, (4) "Making Vocational Guidance Real to the Noncollege Bound Student" by G. Venn, (5) "ERIC--Educational Research Information Centers" by C. Harris and G. Walz, and (6) "Three Needs of School Guidance--Review, Refresh, Reorient" by R. Getson. Two panels, "State Level Guidance Responsibilities, Programs, and Needs as Viewed by State Directors of Vocational Education" and "Resources for Vocational Guidance," and a dialogue, "APGA-AVA Relationships" by L. Burkett and W. Dugan were presented. Summaries of 11 group session programs concern a career program, institutes, plant-industry-business workshops, and guidance programs, activities, and resources. Reports of seven work groups concern program proposals, information needs, testing services, counselor preparation, and methods and techniques in establishing vocational courses or area vocational schools. (RIE)

Herr, E. L. and Hershberger, J. K. Elementary School Guidance Work Conference. Conference report. Harrisburg, Penn.: Pennsylvania State Dept. of Public Instruction, Bureau of Pupil Personnel Services, 1967. (ED 031 722).

In October, 1967, 100 invited participants representing all aspects of guidance, education, school administration, counselor education, psychology, and interested government agencies in Pennsylvania met for three days to listen, think, discuss, and hopefully develop some recommendations for those who want a better program of elementary guidance. Presentations included in the monograph are as follows: "The Theoretical Foundations of Psychological Development in the Early School Years" by Dr. Jerome Kagan; "Cultural Influences on Learning and Coping Behavior" by Dr. Eleanor Leacock; "What the Counselor Should Know and Do About Testing in the Elementary School" by Dr. Warren Findley; and "Developmental Guidance: Theory and Procedures in the Elementary School" by Dr. Don Dinkmeyer.

Work groups examined the characteristics of elementary school children as related to guidance programs, and recommended those steps which might facilitate and implement such programs to serve the needs of all children through-out Pennsylvania. Following the presentation of each of the four major speakers, time was allotted to provide for discussion by each work group of the presentation as it applied to their particular topic. The groups recommended steps which should be accomplished to insure a quality school guidance program. (RIE)

Implications of career development theory and research for counselor education. New York: Columbia University, 1967. (ED 024 078).

In an attempt to bridge the gap between the newly emerging knowledge of career development and the technology of vocational counseling, a workshop was conducted for the purpose of disseminating the recent advances in career development to a group of university professors engaged in counselor education. The major presentations, printed here, consisted of: (1) recent methods of modifying traditional teaching-learning relationships; (2) recent findings from the Career Pattern Study; (3) recent developments and prospects in occupational fact mediation; (4) sociological aspects of career development; (5) the psychology of time utilization; (6) recent findings collected by the American College Testing Program and the National Merit Scholarship Corporation; and (7) the disadvantaged and vocational development. The presentations and the deliberations of the participants resulted in attempts to translate the many facets of career development theory and research into implications for counselor education. The first set of implications is expressed in a group of essential understandings that are highly recommended for inclusion in all counselor training programs. The second set of implications takes the form of detailed suggestions for incorporating the understandings in training programs for counselors. (RIE)

McDaniels, C. (Ed.) Conference on Vocational Aspects of Counselor Education held at Airlie House, Warrenton, Virginia, December 12-15, 1965. Washington, D. C.: George Washington University, 1966. (ED 010 016).

Background papers at the Conference included--(1) "Needed Counselor Competencies in Vocational Aspects of Counseling and Guidance," by K. B. Hoyt, (2) "Survey of Current Training Approaches, Format Materials, and Curriculum Content in Vocation Aspects of Counselor Education" by R. W. Strowig and P. A. Perrone, (3) "Research in Vocational Development--Implications for the Vocational Aspects of Counselor Education," by H. Borow, (4) "Some Proposed New Developments in Vocational Aspects of Counselor Education," by J. W. Loughary, and (5) "Manpower Legislation of the Sixties--A Threat and a Promise," by T. J. Cote. The three working groups of the Conference also compiled reports. Group I came up with about 40 guidelines based on 11 areas of competencies for curricular supplementation. Most of these suggestions are ready for prompt field tryout. The consensus of Group II centered around a much greater involvement and responsibility of the part

of the counselor in the entire process of education-training opportunities in various nondegree programs. Group III pointed out about 20 areas of possible research needed, ranging from teaching counselors in their training programs now to use of complex information systems devices to suggested plans for measurement of various university training methods and techniques. (RIE)

Mitchell, H. E. Counselor Institute and Followup Workshops. Final report. Philadelphia, Pennsylvania: Pennsylvania University, 1965. (ED 010 281).

A guidance program was conducted in an effort to increase the professional competence of high school counselors in their vocational work with students from low-income groups. Specific objectives were (1) to enhance the participating counselors' understanding of the attitudes which culturally deprived youth have toward such matters as employment, education, family life, their place in society, and the world beyond their experience, (2) to increase the counselors' knowledge about changing employment conditions and opportunities, and (3) to assist in the development of an improved liaison between school guidance counselors and industrial personnel. The program had two phases--(1) a 3-week institute, and (2) followup activities and program evaluation lasting approximately 10 months. Fifty counselors were selected to participate in the project on a volunteer basis. At the conclusion of each week of the institute, discussion groups prepared summaries of their activities and recommendations for action and change in the role of the counselor. Each group emphasized the need for more effective community relationships among counselors, industry, parents, and other community agencies. They also believed they should have a greater voice in the development and change of curriculums for disadvantaged youth. (RIE)

Morgan, P. W. Guidance Counselor Institute for Health Careers (July 7-22, 1966). New York: United Hospital Fund of New York, 1966. (ED 012 342).

The institute, sponsored by a federated charity representing 78 nonprofit voluntary hospitals in New York City, was attended by 48 high school and employment service counselors. The need for such institutes was documented by a pre-institute questionnaire to licensed guidance counselors. To evaluate the institute, the professional examination service developed and administered three parallel exams to a control and an experimental group. A complete summary of the evaluative testing program is included. The purpose of the institute was to update vocational guidance personnel to the range of career opportunities existing in the health field by (1) providing current materials, (2) creating an awareness of the problems in recruiting adequately trained personnel, (3) providing knowledge of the diverse opportunities and satisfactions of health careers, (4) developing procedures for the continuing education of guidance personnel to manpower requirements of the health field, and (5) assisting others in planning institutes. Major speeches presenting many of the problems confronting the health service industry as well as up-to-date factual information on most

of the health professions, a bibliography of all literature distributed, and a list of health career films are included. (RIE)

Murphy, G. New approaches to counseling girls in the 1960's. A report of the Midwest Regional Pilot Conference (University of Chicago, Center for Continuing Education, February 26-27, 1965). Washington, D. C.: Womens Bureau, 1966. (ED 014 576).

The changes which are taking place in the lives of women, their relationship to the labor force, and the great need in our nation for the full utilization of both manpower and womanpower all dictate the necessity for wise and sound vocational counseling. To implement this concept, counseling and guidance personnel from seven midwestern states, chairmen of the governors' commissions on the status of women from five states and representatives from national organizations and the federal government attended a conference which had as specific purposes--(1) to develop more realistic vocational counseling for girls, (2) to keep school counselors up-to-date on employment opportunities for women and changes in the labor market, and (3) to develop leadership to carry forward state conferences. Major speeches were "Facing the Facts About Women's Lives Today" by Mary Keyserling, and "Counseling Today's Girls for Tomorrow's Womanhood" by Esther Westervelt. Workshop groups discussed (1) the effect of parental influence, the curriculum, teachers' attitudes, and "the feminine role," (2) the integration of responsibilities, (3) the problem of economic need, and (4) the restriction of career choices and the counselor's effect on career choice. A syntheses of the workshop reports and recommendations for counselors, counselor-education programs, and other organizations is presented. Also included are summary reports of the governors' commissions on the status of women, implications for the future, and guidelines for regional conferences. This document is also available as GPO L13.2--C83/2 for 30 cents from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. (RIE)

National Seminar on Vocational Guidance. (Northern Michigan University, Marquette, August 21-26, 1966). Final report. Washington, D. C.: American Personnel and Guidance Association; American Vocational Association, 1968. (ED 025 668).

The achievement of more adequate vocational guidance services in the nation's schools through the improvement of state supervisory service, was the major objective of the seminar. In addition to 72 state guidance supervisory staff members from 47 states, seminar participants and leadership personnel included 14 counselor educators, 12 state-level vocational education directors or supervisors, 6 representatives of Federal Government, and 5 representatives of business, industry, and labor. A brief listing of the specific objectives of the seminar includes developing group procedures related to vocational planning, analyzing types of vocational, education, and economic information available, relating testing services to vocational guidance, and determining needs related to the

preparation of counselors for the educational and vocational aspects of the guidance program. During the summer of 1967, a followup study of the seminar identified 215 outcomes either attributable specifically to the seminar or receiving impetus from the seminar. (RIE)

Proceedings of Second Annual Conference of Occupational Education Guidance Personnel. Albany: New York State Education Dept., 1967. (ED 023 115).

This conference report includes major papers on occupational and vocational education. The papers were originally presented as starting points for panel discussions. They cover the following areas: (1) potential pitfalls for counselors in occupational education; (2) the expectations vocational education holds for counselors; (3) the coordination and development of the curriculum; (4) the challenge of placement; (5) occupational education and higher education; (6) guidance growth in Georgia occupational education; and (7) the preparation of occupational education teachers. (RIE)

Report of the Sub-Committee on Career Guidance of the Committee on Specialized Personnel. Washington, D. C.: Manpower Administration (DOL), Office of Manpower Research, 1967. (ED 025 786).

The Committee on Specialized Personnel of the U. S. Department of Labor, created a Subcommittee on Career Guidance to explore problems, needs, and opportunities in guidance as these relate to the development and utilization of individuals who contribute to our society through their specialized competencies. The goals of the subcommittee have been to explore relevant facts and informed opinions, to formulate recommendations for action, and to stimulate dialogue from which choices for policies and programs must continually derive. The report of the subcommittee is divided into several sections: (1) the nature of our concern, (2) the challenge to guidance, (3) counselors in the guidance process, (4) improving guidance practice, and (5) making the world of work more meaningful. (RIE)

Ruff, E. E. and Glod, E. Vocational Guidance Seminar. Indianapolis: Indiana State Dept. of Public Instruction, 1967. (ED 018 815).

The objective of the workshop described here was to help counselors increase the vocational maneuverability of students. Participants in the workshop included--(1) one counselor from each of the 13 participating high schools in the South Bend area, (2) one elementary school and one junior high school counselor, and (3) a school education coordinator, and a classroom teacher. The workshop was run on an intensive daily schedule which involved various sessions such as seminars, panel discussions, and business and industry tours. The report contains suggestions for future workshops and recommendations for implementing a meaningful vocational guidance program. (RIE)

Smith, E. D. and others. A report of the Regional Conferences on Guidance Services for Present and Potential Students of Area Vocational-Technical Schools and Related Papers. Harrisburg, Pennsylvania: Pennsylvania State Department of Public Instruction, Bureau of Personnel Services, 1968. (ED 027 563).

This regional conference assessed the status of guidance programs as they related to area vocational-technical schools (AVTS), and formulated strategies for improvement in this area. The discussions of the following issues are summarized: (1) providing a balanced educational experience, (2) effective communications between sending schools and AVTS, (3) counseling responsibility, (4) student selection criteria, and (5) placement and follow-up. Printed in its entirety is the address of a consultant, who discussed the need for validating selection procedures. In the final session of the conference, the participants discussed conclusions and recommendations. These are also included. The following papers devoted to the vocational aspects of guidance are also reproduced: (1) The Role of Theory in the Psychology of Occupational Behavior; (2) What We Know About Career Selection; (3) Youth, Too Young to Choose?; (4) A Point of View About the Place of Vocational Education in Contemporary Education; (5) The Challenge of Vocational Education to Guidance; (6) The Challenge of Guidance to Vocational Education; (7) Vocational Aspect of Elementary Guidance Programs; (8) Your Public Relations; (9) The Problem of Forms to Gather Follow-Up Data from Early School Leavers and Graduates. (RIE)

Staley, E. Planning occupational education and training for development. California: Stanford University, Stanford International Development Education Center (SIDEC), 1967. (ED 029 943).

This preliminary essay was designed to raise issues for discussion in the International Workshop on Occupational Education and Training for Development held at Stanford University, August 1967, and participants were asked to test and challenge all propositions. The essay offers a conceptual framework and a rational procedure for the planning of occupational education and training in relation to the needs of economic, political, and social development, and gives attention to the following topics: (1) new concepts that appear to be promising and to challenge some old concepts; (2) emerging "best practices," with respect to such things as ways of determining the content of occupational education and training, relations between general and occupational education, respective responsibilities of schools and employers, and provision for feedback between the employment system and the education system; and (3) unsettled issues, key problems and opportunities, and important directions for research and development. While conceived primarily to help development planners in the newly modernizing countries, the essay deals for the most part with principles thought to have wide applicability at nearly all levels of development. (RIE)

Sweeney, T. J. A developmental program for vocational counselors directed toward serving disadvantaged youth more effectively. Columbia, South

Carolina: South Carolina University, School of Education, 1966. (ED 010 074).

A two week summer institute was conducted to serve as in-service training for a group of 29 counselors in employment, trade, technical, and school settings as to how they might better serve disadvantaged youth through individual and joint action projects. Open discussions were held among the participants to stimulate worthwhile ideas in this area, and field visits afforded each of the counselors opportunities to meet and talk with young people and their families. In addition, social workers, psychologists, and urban rehabilitation personnel discussed their work and the problems which they encounter in attempting to aid this population of young people. A series of three followup meetings to the institute were held on weekends during the following year. Colleagues and administrative supervisors of the participants were invited to the last two meetings. The vocational future of disadvantaged youth and the necessity of professional teamwork in assisting them. The recommendations generated by the institute participants fell under two major headings--(1) joint action by agencies working with disadvantaged youth, and (2) counselor education and in-service training. Primary evaluation was conducted through the administration of a participant questionnaire. All respondents indicated enthusiasm for continuing programs to serve disadvantaged youth. It should be noted that emphasis in this developmental program was applied primarily to the State of South Carolina. (RIE)

Thompson, C. H. (Ed.) A report of the Center for Continuing Education, Drake University. Des Moines, Iowa: Drake University, 1968. (ED 028 482).

With assistance from Title I of the Higher Education Act, a two-day workshop for counselors in Iowa was sponsored by the Center for Continuing Education at Drake University. Proceedings of the workshop, reported in this publication, include four interlocking dimensions: (1) the counselor's role in vocational decision making, (2) the counselor's role in manpower, (3) man in a world of work, and (4) a dialogue between counselors and employers. (RIE)

Unger, M. B. and Karlin, M. Vocational Resources Conference. Vocational Guidance Quarterly, 1969, 17, 300-302.

A "Youth Vocational Resources Conference" was held in Richmond County, New York, to inform counselors and youth workers of agencies, and available facilities for vocational counseling, training or job placement. It was believed the conference achieved the objectives sought by the planning committee. The agencies and personnel involved in the job of training, counseling, and placement of youth were able to learn about all the programs currently available and to meet the personnel involved. Counselors should now be better able to help potential drop-outs plan a meaningful vocational program which could include high school graduation and post high school training. Those working with out-of-school youth

should now be more familiar with current opportunities. (JB)

Vocational Guidance Institutes 1966. Evaluation. Washington, D. C.: Plans for Progress, 1966. (ED 022 218).

Presented here is a detailed summation of the evaluation of 17 Vocational Guidance Institutes initiated, promoted, and supported by Plans for Progress. The data used for evaluation included an analysis of proposals and other pre-institute material, survey data from trainers and participants in the institute, and material resulting from on-site visits by the evaluators. Recommendations are made on: (1) the role of business and industry in promoting counselor training institutes, (2) the nature of the relationship between local and national Plans for Progress offices, (3) the selection of institute directors and staff, (4) the use of indigenous persons as program participants, (5) the Vocational Guidance Institute in the community context, (6) institute structure and content, and (7) participant selection. (RIE)

Vocational Guidance Seminar. A report of a summer project for administrators, counselors, and teachers. Terre Haute, Indiana: Indiana State University, 1968. (ED 029 972).

Four regional workshops in vocational guidance were designed to inform and update school counselors, teachers, and administrators concerning the working conditions, requirements, and opportunities in business, industry and the service occupations for certain industrial areas in Indiana, namely, Evansville, Hammond, New Albany, and Wabash. Each seminar consisted of a 3-week intensive course in which businesses, industries, and various services were visited and discussions were held with management, personnel directors, and on-the-job personnel. The specific objectives included: (1) to help counselors more fully understand the relationship between the school curriculum and vocational opportunities in community, (2) to acquaint counselors with occupational information materials, the sources and effective utilization of such materials, and (3) to prepare school counselors to relate understandings of vocational offerings and vocational opportunities to students--thereby providing sound vocational counseling. (RIE)

Wellman, F. E. Training Institute for Vocational Guidance and Counseling Personnel. Columbia: Missouri University, 1966. (ED 011 614).

A multidisciplinary training institute was provided for a select group of 40 state and local vocational guidance and counseling personnel employed in leadership positions. The design of the institute emphasized the development of understandings, knowledges, and professional materials related to (1) economic factors influencing vocational education needs and the vocational decision-making process, (2) social and cultural factors related to career development and vocational choices, and (4)

administrative considerations in the evaluation of multidisciplinary factors in vocational program organization as well as in the coordination of guidance and counseling activities at all organizational levels. The format of the institute provided for 30 hours of scheduled activities in each of 4 weeks. One-half of this time was devoted to lecture and discussion of the dimensions of vocational counseling in the four areas of economics, sociology, psychology, and administration. The balance of the time was devoted to small-group work sessions in the preparation of professional working papers on assigned topics related to the major areas. The overall evaluation of the institute by the trainees and the staff was favorable to the multidisciplinary curriculum approach used and to the high degree of trainee involvement which the institute's format required. A followup was recommended to determine the long-term training effectiveness. (RIE)

Related Reference:

Wellman, F. E. Dimensions of vocational counseling, working papers. Preliminary draft. Columbia: Missouri University, 1966. (ED 011 615).

Chapter IV

EXPERIMENTAL, EXEMPLARY, AND CURRICULAR PROGRAMS

A guide for developmental vocational guidance, Grades K-12. Oklahoma City, Oklahoma: Oklahoma State Department of Education, Department of Vocational Technical Education, 1968. (ED 026 532).

The purpose of this guide is to share with teachers, administrators, and counselors recommendations involving some facets of child development and some basis for vocational decision making. Vocational guides are presented for Grades K-3, Grades 4-6, Grades 7-9, and Grades 10-12. Elements of each guide include: introduction; objectives of vocational guidance, both general and specific; suggested activities; activity models including goals, activities, and resource materials; descriptive information on occupational clusters; periodicals and journals, and additional resources. (RIE)

Agan, R. J. The development and demonstration of a coordinated and integrated program of occupational information, selection, and preparation in a secondary school. Final report. Manhattan, Kansas: Kansas State University, June 1968. (ED 022 961).

The objectives of this study were: (1) to develop and organize a coordinated program of vocational education which would include occupational information, selection, and preparation in teaching techniques in the program, and (2) to give guidance in self-assessment by the students relative to their choice of a vocation. Paola High School was selected as the pilot center. Surveys were conducted to identify employment opportunities and the competencies required for 500 local occupations. On the basis of these surveys, instructional materials were developed for the junior year, "Commonalities in Occupations," and for the senior year, "Experiences in Occupations." These materials are included in Appendix A. Data collection was by personal interviews and by questionnaires completed by graduating seniors. Within the 1967-68 junior class, 20 percent were enrolled in "Commonalities in Occupations." Eighty-five percent of students completing both years of the interdisciplinary program planned to work for the same employer in some capacity. Thirty-seven percent attended college and 26 percent attended trade school. Of those attending college or trade school, 82 percent used their senior year experience to finance education expenses. (RIE)

Related Reference:

Agan, R. J. and others. The development and demonstration of a coordinated

and integrated program of occupational information, selection, and preparation in a secondary school. Final report, Appendix A. Manhattan, Kansas: Kansas State University, Paola High School; Kansas Pilot-Project Instructional Team. July 1968. (ED 022 962).

Anderson, C. M. Project 13. Minneapolis: Minneapolis Public Schools, 1966. (ED 010 779).

A program in low-income areas in Minneapolis provided the services of high school counselors to graduates and dropouts by (1) offering vocational guidance to unemployed graduates and actively assisting in job placement, (2) encouraging the return of dropouts to school and assisting in their readjustment to academic life, (3) organizing data on clients for use in current and future studies, including curriculum reforms, and (4) organizing a separate summer program to induce dropouts to resume schooling. Response to the program was encouraging, with the counselors making nearly 3,000 individual contacts in the initial six-month period. (RIE)

An experimental program in vocational education. Final report. Springfield, Illinois: Springfield School District No. 186, 1967. (ED 021 048).

The purpose of this six-week summer program for overaged underachievers and handicapped students entering a secondary school setting was to cover materials relating to the prestige of work, the responsibility of a job, the personal characteristics which develop good employee-employer relationships, and skills which would promote better integration of the students into the social-vocational world. The classroom instruction was conducted by one vocational and one special education teacher. One class was oriented to handicapped students and one was for overaged underachievers with no handicaps. A curriculum was developed by the coordinator and teachers. Thirty-three of 35 students originally enrolled completed the program. Pre and posttests were given to evaluate the rate of gain in academic achievement and attitude change. Improvement was apparent, and the underachieving group had a higher rate of gain that the special education group. The major conclusions were: (1) six weeks is too short a period to even scratch the surface of the material required by the students, (2) materials for special education must be different in format, reading level, and rate of presentation, and (3) a program of this type is highly recommended for use during the regular academic year for slow learners and underachievers in the early junior high school grades. The curriculum material is included. (RIE)

Asbell, B. Education and the real world of jobs. Washington, D. C.: National Committee for Support of the Public Schools, 1968. (ED 029 990).

This document focuses on five major themes: (1) What's Right and What's Wrong with Vocational Education, (2) Technology for Elementary School Children, (3) Setting Performance Objectives for Learning, (4) A Practical

Program for "Real" Learning, and (5) Vocational Guidance: An Unfulfilled Challenge. It is recommended that vocational education needs to renew itself according to the following priorities: (1) implementing the chief recommendations of the 1963 panel of consultants on vocational education, (2) presenting a realistic picture of the world of work in elementary schools, (3) shifting an emphasis from "teaching," in which a dominant adult makes a series of external demands upon children for externally desired responses, to "learning," in which things and people learn to generalize from these experiences, and (4) developing a whole new curriculum which emphasizes attainment through performance objectives. (RIE)

Bailey, L. J. Career Development for Children Project. Carbondale, Illinois: School of Technology, Technical and Industrial Education, February 1969.

Clearly, the direction of occupational education is toward more concern for career development rather than specific job training. In response to this challenge, a research project has begun at Southern Illinois University in cooperation with the Illinois State Board of Vocational Education and Rehabilitation. The goal of the study is to schematize a conceptual model and supporting literature that will provide guidelines and give impetus to career development programs for elementary school students. The operational task is one of designing behavioral descriptions which will encompass the "developmental tasks" of career development; placing them at appropriate developmental levels; and designing learning experiences to enable each individual to successfully cope with the demands of each vocational developmental task. Appropriate instructional components and curriculum materials will be developed to enable each student, as he proceeds through school, to learn about the world of work at higher levels of specificity. (LB)

Related Reference:

Bailey, L. J. Career Development for Children Project. Occupational Education Quarterly, 1970, 2 (2), 4-5.

Baker, R. A., Dilworth, B. P., and Eaddy, V. S. A curricular approach to vocational choice. American Vocational Journal, 1969, 44 (9), 57-58.

The Curricular Approach to Vocational Choice Through Vocational Agriculture is designed to supply students with information and experiences upon which to base their occupational decisions. Students are introduced to the world of work in the seventh-grade course, Introduction to Occupations. This is a beginner's course in elementary life-science and its application to vocational arts. At the eighth-grade level, Advanced Introduction to Occupations is an orientation to work opportunities and requirements in agri-business, science and industry. Students are given a general picture of agriculture and industry, with continued exposure to the many facets

of the world of work. Vocational Orientation (ninth-grade) is a study of occupational requirements of agri-business and industry by all students and includes the practice of some skills. The Basic Vocational Educational course in the tenth-grade involves a study of fundamentals and basic mechanical skills in agri-business and industry. Specialized Agri-Business and Basic Industry at the eleventh-grade is devoted to advanced occupational study. Training here is provided in sufficient depth and quality to prepare students for selected job entry upon graduation from high school. At the twelfth-grade level, this course becomes an advanced-study and mechanical skills laboratory with each student concentrating on his occupational objective. Upon completion of this course, students are ready to enter the world of work or move to a post-secondary institution. (JB)

Beam, H. E. and Clary, J. R. Introduction to Vocations: Teacher's Guide. Raleigh, North Carolina: North Carolina Department of Public Instruction; Division of Vocational Education, 1968.

This course has been designed and implemented in the public school curriculum to help students prepare to make the choices which are called for as they move through school toward an ultimate vocation. The over-all objective of the course is to help students develop plans regarding their occupational and educational futures. The following are the major learning experiences for students in this introductory course to vocations: (1) discovering and understanding economic processes related to work, (2) discovering occupational opportunities and requirements, (3) exploring work opportunities and requirements, including the performance of work tasks, (4) self-appraising vocational interests and aptitudes, (5) exploring educational and other training or retraining opportunities. (JB)

Related References:

Clary, J. R. Attitudes of public school personnel towards the Introduction to Vocations program in North Carolina. Raleigh: North Carolina University, North Carolina State Board of Education, 1967. (ED 011 548).

Cox, W. L., Clary, J. R., and Duncan, J. A. I. V. moves ahead: A progress report on the North Carolina Introduction to Vocations program. American Vocational Journal, 1967, 42, 30-31.

Beam, H. E. and Clary, J. R. Introduction to Vocations: Teacher's Guide. Moravia, New York: Chronicle Guidance Publications, 1967.

Brubaker, D. L. Anthropology and vocational guidance: An experimental approach. Vocational Guidance Quarterly, 1967, 15, 209-12.

Vocational guidance and citizen education were integrated into one year-long course for ninth graders. The course was continued the next school year and used as the experimental approach for two classes. Another two

classes were taught in the traditional manner, i.e., one semester of vocational guidance and one semester of civics. Although students in the experimental classes liked their classes better than those in the traditionally taught one, objective evidence that the experimental classes were more beneficial for students does not exist. The author proposes why no objective differences were found. (CL)

Brum, H. D. Exposing students to the world of work. Industrial Arts and Vocational Education, 1969, 58 (8), 24, 66-70.

Career orientation is a required part of the curriculum for 6,000 seventh and eighth grade students in six Ohio high schools this year. The program was initiated by the vocational education division of the state department of education as a means of insuring that students gain a more realistic understanding of jobs and careers on all levels, from the skilled to the professional. Students are exposed to careers representing all occupational areas reflected in the standard industrial code classification for employment. They study groups of jobs in a regularly scheduled program that emphasizes student activity. The business, industrial, and professional communities provide field trips and resource persons. Teachers of regular seventh and eighth grade subject matter areas are involved in offering the career orientation units. In addition to helping students learn about jobs, the program also helps the teaching of all subjects become more relevant and career oriented. (Author)

Bush, D. O. and others. The world of working and learning. Greeley, Colorado: Rocky Mountain Educational Laboratory, Incorporated, 1969. (ED 034 881).

This position paper presents guidelines for an approach to career planning which integrates educational experiences with the world of work and job requirements, based on models developed in 1968 for the purpose of planning the "Image of the World of Work" program. It provides the rationale and the application of the models for general work-production and presents a guide for planning, work process, and evaluation. The three components of the occupational education program are: (1) "The Image of the World of Work," designed to help teachers emphasize work-relevant attitudes and occupational information throughout a student's total school experience, (2) The Occupational Clusters Curriculum, designed to create and test a scheme for the development of occupational education curriculums based on a career cluster concept at secondary school level, and (3) Cooperative Career Planning, a concept which stresses coordination of all relevant community resources so that all individuals might have the opportunity for job entry, continuous education, and upward occupational mobility. (RIE)

Related References:

Bush, D. O. and others. Between education and the world of work; The

Image of the World of Work. Occupational education program. Greeley, Colorado: Rocky Mountain Educational Laboratory, Incorporated, 1969. (ED 032 582).

Occupational education program; Image of the World of Work, Volume 1. Description of teacher orientation activities, treatment description. Greeley, Colorado: Rocky Mountain Educational Laboratory, Incorporated, 1969. (ED 034 880).

Occupational Education Programs; Image of the World of Work, Volume II. Development of instruments and evaluation. Greeley, Colorado: Rocky Mountain Educational Laboratory, Incorporated, 1969. (ED 034 885).

Occupational Education Programs; Image of the World of Work, Volume III. Lesson plans: resource file. Greeley, Colorado: Rocky Mountain Educational Laboratory, Incorporated, 1969. (ED 034 884).

Career development activities: Grades 5, 6, 7. Abington, Pennsylvania: Abington School District, 1968. (ED 022 219).

An experimental vocational guidance curriculum has been developed in the Abington School District, Pennsylvania, which outlines three vocational guidance units for the fifth, sixth, and seventh grades. The stated objectives of this project are: (1) to develop learning experiences which actively involve the students in grades 5, 6, and 7 in processes which are useful in making career choices, (2) to utilize the techniques of simulation, gaming, role-playing, decision-making, and dramatics in designing the learning experiences, (3) to develop materials and techniques which can be effectively used by teachers or counselors in conjunction with the language arts and social studies programs and in guidance activities, (4) to develop materials which enable the counselor to particpate with the students and teachers in joint activities, (5) to determine the students' interests in studying the area of careers and the processes of career selection. The three units contain carefully detailed suggestions for specific learning activities. Each unit is based on a different theme. The unit for fifth grade is designed to acquaint students with the concept of interests and to help them become familiar with their own interests. The sixth grade unit is designed to help students deal with the changes which they face as they move into junior high school and to help them understand how to deal with change as an ever-present aspect of life. The seventh grade unit is designed to help students become aware of values and the role that values play in decision-making. (RIE)

Career selection education for students attending small isolated schools, 1967. (ED 010 964).

This document lists the assumptions upon which the Career Selection Education Project is based and the criteria for a school's participation in the project, as developed by the Western States Small Schools Project. The objectives of the project are to aid students make realistic career

selections, develop skills and competencies useful in many careers, and develop specific job entry skills. A career selection agent administers the program and coordinates the general education and vocational education divisions of each student's program. An integral part of the program is the effective use of community resources for work experience, exploration, observation, and analysis. Attached appendixes include a specific outline of the career selection education projects at Virgin Valley High School, Mesquite, Nevada, and Patagonia High School, Patagonia, Arizona, and an outline of the test battery used in the project. (RIE)

Crews, A. C. Career-oriented curriculum: Cobb county model. American Vocational Journal, 1969, 44, 17.

The Cobb County Public Schools are presently developing a model for a career-oriented curriculum for all grades that should present a new image for vocational education. Basic to the development of the model are two convictions: (1) vocational education is a "main stream" instructional program that should complement and be complemented by all regular instructional programs, (2) programs for vocational understanding must be an essential ingredient in the educational experience of every student if he or she is to make a wise career choice. The following conceptual framework on which to build instructional programs has been developed in cooperation with the Georgia Department of Education, Division of Vocational Education: (1) Elementary School: Information and Orientation, (2) Middle School: Orientation and Exploration, (3) Senior High School and College: Exploration and Preparation, (4) Continuing Education: Upgrading and Retraining. This framework establishes specific program goals at each educational level and enables the development of a career-oriented curriculum from kindergarten through post-secondary. (JB)

Darcy, R. L. An experimental junior high school course in occupational opportunities and labor market processes. Athens, Ohio: Ohio University, 1968. (ED 022 056).

An experimental project was initiated to provide the schools with instructional materials, evaluation instruments and a realistic classroom educational program for bridging the gap between school and work. Some major objectives were to: (1) identify appropriate course content for economic and manpower education, (2) develop instructional materials, and (3) develop evaluation instruments and procedures. Eighth, ninth, and tenth grade classes in three school systems within a 75-mile radius of Athens, Ohio were selected for the pilot project. Pre- and post-tests designed to measure understandings and attitudes were administered to treatment and control groups matched on mental ability and socioeconomic characteristics. Some conclusions were: (1) eighth graders enrolled in the experimental course increased their test scores by 33.4 percent more than the control group, (2) the experimental course did not induce changes in student attitude toward manpower and economic issues, and (3) students enrolled in the experimental course reflected more interest in school and a lower dropout

rate. The appendixes contain 316 pages of textual material, the 140-page teacher manual, and evaluation instruments. (RIE)

Related References:

Darcy, R. L. and Powell, P. E. Manpower and economic education. Athens, Ohio: Ohio Council on Economic Education; Ohio University, 1968.

Teachers guide to manpower and economic education. Athens, Ohio: Ohio Council on Economic Education; Ohio University, 1968.

Dean, D. W. and Humann, J. A. A report of a pilot program in elementary school guidance. 1965-1966, 1967-1968. Lincoln, Nebraska: Lincoln Public Schools, Nebraska State Department of Education, 1968. (ED 032 590).

More preteens suffer from problems of hypertension than ever before; and since personality development is approximately 90 percent complete at the age of ten or twelve, the need for early identification and proper handling of pupil needs and problems is evident. Using the basic assumption that guidance and counseling personnel might best meet these needs, an idea for conducting a pilot program in elementary school guidance evolved. The implementation of the program is discussed. Five counselors at five schools in Lincoln, Nebraska, participated. A summary of the program including methods of evaluation, and general remarks is given. The program was generally considered successful. Many feel, however, that the counselors needed specialized training, and a section is included on the preparation of elementary school counselors. Also included are narratives written by counselors, evaluation by principals, and a summary of counselors' daily logs. (RIE)

De Blassie, R. R. and Jones, W. P. Pre-vocational orientation in vocational education for junior high school students in New Mexico. Santa Fe, New Mexico: Research Coordinating Unit; Vocational Division; Department of Education.

The purpose of this study was to compile a source of occupational information materials relevant to opportunities in vocational education which are appropriate for use will junior high school students in New Mexico. An additional purpose of the study was to establish and suggest some guidelines through which these materials may be evaluated and integrated into the junior high curriculum. The objectives of the study were to: (1) set up criteria for evaluating the appropriateness of various occupational materials related to vocational education such as leaflets, books, film strips, cartoons, etc., for use in the junior high school; (2) compile an annotated list of occupational materials appropriate for use in the junior high; (3) prepare guidelines such as teaching units and aids through which these occupational materials may be incorporated into curricular content; (4) suggest various community resources which can be used locally so that students can become fully informed about occupations and job opportuni-

ties in their own communities; (5) suggest guidelines for utilizing occupational information effectively in group sessions. (JB)

Development of the Vocational Guidance Program: A basic plan. Charleston, West Virginia: Appalachia Educational Laboratory, Incorporated, September 15, 1969.

The objective of the Vocational Guidance Program is to enable secondary school students in Appalachia to make occupational choices more wisely. Although the program is based on the theory that occupational choice is a developmental process, the laboratory's programmatic efforts for the present will be confined to the secondary school level. This, however, does not imply that students will or should make a specific occupational choice to completion of their secondary school education. The ultimate criterion to measure the effectiveness of the program will be the rationality of the occupational decision-making process employed by secondary school students in the target population. It is hypothesized that individuals utilizing a rational process will make occupational choices more wisely than those utilizing an irrational process. A set of behavioral objectives will be defined. Instruments and procedures will be developed and/or adapted to measure these objectives. The project entitled "Self-Administering Vocational Information System" (SAVIS) was the forerunner of this program. (JB)

Devin, P. Work exploration at the junior-high level. North Central Association Quarterly, 1969, 44, 246-252.

This article reports on the New Horizons Project in Des Moines, Iowa. It offers 300 youths work-study, team teaching, extra guidance, block-time classes, and individual attention. It operates in two inner-city junior high schools. Students combine work with school and teachers are encouraged to try new ideas In addition to the overall evaluation, teams and work-experience advisors evaluate on a continuing basis. The project will expand to three local high schools as participating students pass into the upper grades. (CL)

Digneo, E. H. and Shaya, T. (Eds.) Career Selection Education Program, 1965-1968. Report. Santa Fe, New Mexico: New Mexico Western States Small Schools Project, 1968. (ED 029 725).

Career Selection Education Programs were conducted during the 1965-66 school year at Cloudcroft and Weed High Schools under the direction of personnel from New Mexico State University, and at Cliff High School under the direction of personnel from Western New Mexico University. These programs were designed specifically to enable young people in small, rural schools (1) to have an opportunity to gain information about job opportunities and (2) to assess more adequately their own individual capacities to fit into the world of work. Some sources of vocational information were field trips, interviews, films, tape recordings, and group guidance

sessions. A series of reports was submitted annually by staff personnel at each operating location. The programs at Weed and at Cloudcroft High Schools were continued during the 1966-67 and 1967-68 school years; the program at Cliff High School had to be discontinued at the conclusion of the first year because of lack of funds. (RIE)

Dzurenda, J. V. Summer school for introduction to vocations: A voluntary program works. American Vocational Journal, 1969, 44 (9), 26-27.

In the summer of 1968, the program in Introduction to Vocations was started at Oakland Junior High, Oakland, New Jersey. The goals of the program are to help students: (1) understand the concept of work and the human satisfaction found in work; (2) develop proper attitudes toward work and the society as a whole; (3) to understand the economics of the world of work and to gain knowledge of the major occupational fields; (4) appriase their own interests and aptitudes as they explore a variety of vocational opportunities; (5) become aware of their occupational talents and capitalize on them through real and vicarious experiences; and (6) increase their ability to evaluate future vocational choices. To accomplish the goals, a six-week program was organized for 60 students, boys and girls, who would be cycled through home economics, industrial arts, science, health services, and business occupations. In addition students were given exposure to shorter cycles (occupations which could be described in a class period or two). A wide range of activities were encouraged that involved manipulative skills and de-emphasized project building. Field trips were an important aspect of the summer program. A general aim was to make students feel comfortable as possible, and to avoid anxiety students were not graded in traditional ways. The response from both students and teachers to this program substantiated what the staff felt the program produced: namely, growth in the students' ability to assess their own interests and potentialities, and an increase in their understanding of the world of work. (JB)

Ehman, L. M. Home economics shares in the guidance function: Cluster training in six service occupations. American Vocational Journal, 1967, 42, 34-35.

Presents a review of the home economics occupational program as it has developed in New York State. Training programs are designed to develop competencies for service occupations in: child care; clothing; food; health; home furnishing; and, management services and housekeeping. Occupational programs may be administered in two ways: (1) by the local school district, or (2) by the area occupational center. The article tells how these programs are administered and ways in which home economics teachers contribute to vocational guidance. (JB)

Elementary school guidance cooperative for small school districts. Washinton: Monroe School District Number 103, 1968. (ED 033 776).

The Elementary School Guidance Cooperative was designed to aid isolated school districts exhibiting financial and resource deficiencies in the area of elementary guidance. There were three major purposes of the program. The first was to provide an opportunity for children to develop to their fullest potential through early identification and the effective handling of their adjustment problems. The second was to sensitize teachers to the needs of individual students by extending and enriching the teachers' understanding in such areas: individual differences, diagnostic cues, tests and measurements, learning theories, child behavior and development, and classroom guidance techniques. The third purpose was to aid parents in better understanding their children so that they might understand and accept them in terms of their levels of maturity, and in terms of their abilities, interests, and potentialities. During the 1968 school year the program served seven school districts, 84 teachers, and 2,200 children in the State of Washington. The program was funded under the provisions of the Elementary and Secondary Education Act of 1965, Title III. (RIE)

Friedman, S. B. and Soloff, A. A vocational development program for emotionally disturbed adolescents. Chicago: Jewish Vocational Service and Employment Center, 1966. (ED 011 121).

This vocational development program provided four years of service for emotionally disturbed adolescents who were attending school and living in residential treatment centers. The program consisted of a rehabilitation workshop, concomitant vocational counseling, and group vocational orientation services. In addition, individual programing presented the youngsters with increasingly difficult vocational situations. Close coordination between the vocational services and the therapeutic plan of treatment in the residential centers was emphasized. To test the hypothesis that work-focused vocational programing may be more effective if begun in early adolescence, an experimental group (youngsters 14 or 15 years old) and a control group (youngsters between 16 and 18 years old) were chosen. Evaluation of the program will be made by comparing the experimental and the comparison groups on the measures administered during the program and on vocational performance of the trainees in the community after completing the program. Elements which should be incorporated into a vocational rehabilitation program are identified and described. This paper was presented at the Association of Rehabilitation Centers Conference (Philadelphia, November 30, 1966). (RIE)

Goff, W. and others. Project P.A.C.E. (Preparing, Aspiring, Career Exploration). Dayton, Ohio: Dayton City School District. (ED 012 934).

Certified school counselors were assigned to two elementary schools to develop, use and test vocational and occupational materials. Aspiration levels of students in one class each in the second, fourth, and sixth grades in each school were also explored and related to occupational potential. Methods of using occupational materials effectively were also tested, pre- and post-tests were given to assess pupil knowledge of occupations. Achievement and ability measures were obtained early in the

school year. Questionnaires were given to teachers and parents of children in the experimental groups. Some findings were--(1) the students assimilated vocational and occupational information, (2) older elementary students exhibited greater vocational awareness, (3) changes in level of aspiration as a function of learning potential were not differentiated between the experimental and control groups, (4) the Dictionary of Occupational Titles was used successfully by the counselor and older elementary students, and (5) parents and teachers were enthusiastic about the program. (RIE)

Introduction to Vocations in New Jersey. Trenton, New Jersey: Department of Education; Division of Vocational Education, February, 1969.

Introduction to Vocations has been designed as a pilot program to alleviate the occupational awareness void which has existed in the educational programs. Students are provided realistic guidance through exploratory, "hands on," manipulative experiences that are offered in a wide range of short term cycles to help students develop more realistic goals and self concepts. The cycling units include a minimum of seven areas and possible sub-categories. This year-long course, divided into cycles, usually of two to three weeks duration is offered at least two hundred minutes per week. Coordinated by a special teacher-coordinator, the cycles are usually taught by teachers of the special discipline area and supplemented by personnel from business and industrial areas. Introduction to Vocations has been organized as an integral part of the students' over-all educational and guidance program. Actual classroom instruction and some exploration takes place in the school. Close involvement and utilization of community facilities, including business and industrial sites extends the range and breadth of the classroom instruction. Primarily for ninth grade pupils, the major emphasis is to provide opportunities to stimulate occupational awareness. Experimental programs include some eighth grades, groups of slow learners, underachievers, educable mentally retarded, college preparatory students and one group at a correctional institution. (JB)

Related Reference:

Seltzer, H. R. Introduction to Vocations, New Jersey style. School Shop, 1967, 27, 52-53.

Jones, G. B. Elements in the prescriptive phase of a comprehensive guidance system. Washington, D. C.: American Personnel and Guidance Association, 1969. (ED 033 397).

Current exploratory work on one element of one component of the development and evaluation of a comprehensive guidance system has been reviewed. This element, the Personal and Social Development Program (PSDP), is an attempt to assist students in the assessment and modification of their academic and interpersonal behaviors. Designed to operate within an

individualized educational context where computer-monitored resources are available, this element is intended as an important part of the prescriptive phase of guidance focusing on problem delineation and correction. Much of the preliminary development work clarifying the objectives and assumptions of the PSDP and implementing the Program with intermediate and secondary students has been completed and is now being field tested. Controlled experimentation of the effectiveness of the prescribed learning experience booklets is planned for the spring and fall of 1969. The main criterion for such experimentation will be the extent to which these PSDP booklets assist students to modify their behavior in order to accomplish their goals related to the broad objectives of the program. (RIE)

Leonard, G. E. Developmental career guidance in action, the first year. Detroit: Wayne State University. (ED 013 456).

The Developmental Career Guidance in Action (DCGA) project sought to (1) broaden and raise the educational-occupational levels of aspiration of a selected group of Detroit inner-city public school students, (2) develop a pilot program to better meet their needs through emphasis of developmental educational-occupational career guidance in grades one through 12, and (3) to involve the staffs of the participating schools in the program through cooperative planning and development. In phase 1, 40 representatives from the schools met with resource personnel to discuss economic and social trends, visited industry, colleges, and community agencies, discussed ways of improving education, and developed plans for program improvement. In phase 2, a three-person team was placed in each school to work with the school staff, the community, and the students to carry out a program meeting program objectives. Results indicate that the level of student aspiration increased. Students showed more growth in regard to occupational knowledge and planning, re-examined their value structures, showed a more acceptable attitude toward counselors, and perceived a greater need for professional help. The project was evaluated by Dr. Charles Morris who concluded that the idea and strategy for implementation of DCGA has made "a significant contribution to the young people in the project schools." (RIE)

Related Reference:

Leonard, G. E. Vocational planning and career behavior: A report on the Developmental Career Guidance Project. Educational Technology, 1969, 9 (3), 42-46.

Leonard, R. S. Vocational guidance in junior high: One school's answer. Vocational Guidance Quarterly, 1969, 17, 221-2.

The school involved set up three programs for vocational exploration and information. Seventh graders had speakers on various jobs, eighth graders explored job families, and ninth graders had a career day with various

speakers and various career representatives. All three grades' programs were supplemented with instructional materials and aids. (MB)

Maley, D. Cluster concept: Chance for occupational exploration. American Vocational Journal, 1967, 42, 22-23.

Author explains the "cluster concept", a form of vocational education directed toward the preparation of individuals for entrance into a spectrum or cluster of occupations. Occupations are grouped according to similarities in proficiency requirements. Thus, an analysis of allied occupations must be made to determine specific factors associated with each area of the human requirement (communication, measurement, skills, mathematics and science, information). The author presents the goals of the cluster concept and several points in its defense. The cluster concept as proposed by the author would open the field of vocational education to that substantial body of students enrolled in the general curriculum. (JB)

Manzanares, J. and Barnes, B. Vocational Core Program. Santa Fe: New Mexico State Department of Education, 1966. (ED 011 296).

A ten-year program for disadvantaged youths is described. Its objectives were to: (1) meet the needs of students who have no interest in or ability to adapt to a regular school program, (2) relieve the classroom teacher of discipline problems which became time consuming to the point that other class members are penalized, and (3) establish a flexible school program which includes activities both in and out of the regular school day. Criteria for student selection included (1) poor general attitude, (2) lack of interest in the regular curriculum, (3) chronic misbehavior, (4) petty criminal activities, (5) incorrigible truancy, (6) inability to get along with other people, and (7) dropout potential. Scheduling was done on an individual basis by the vocational core teacher. Students were encouraged to participate in a work experience program and take courses which they wanted to take and in which they might succeed. The program operates at the junior and senior high school level. Junior high students received credit as recommended by the vocational core teacher and at the senior high level, the principal cooperated in this recommendation. The student may transfer to the regular curriculum at will. Extensive individual counseling is done by the vocational core teacher. (RIE)

Miller, C. H. A pilot project for vocational guidance in economically underdeveloped areas. Springfield, Illinois: Illinois State Office of the Superintendent of Public Instruction, Department of Guidance Services, 1968. (ED 026 527).

The purpose of this project was to establish a demonstration program to provide guidance services for: (1) noncollege bound high school seniors, (2) recent high school graduates currently unemployed, and (3) former

high school students who had dropped out of school within three years of initiation of the project. Specific objectives included: (1) provision of information regarding jobs and training opportunities, as well as sources of assistance, (2) personal counseling interviews to assist in developing an understanding of the labor market, and (3) assistance in the vocational development of the individual. The project was implemented in the twelve southern-most counties of Illinois and was extended over a three-year period. An evaluation of the project indicated definite success in stimulating leadership for the schools involved, and adoption of selected practices by other counties and other states; however, the influence of the project upon the lives of individual students could not be quantitatively described. A five-year followup is considered. (RIE)

Multi-occupations at Harkness Center. Progress report number 1. Buffalo, New York: Board of Cooperative Education Services, Harkness Center, 1968. (ED 021 289).

The Multi-Occupations program was developed to help the general high school student to explore vocational areas. The program included seven exploratory vocational offerings, remedial reading, extensive counseling, and a teacher in-service workshop. The workshop was designed to acquaint the faculty with the problems of special needs students, and enable them to develop special instructional aids. This progress report is divided into sections dealing with: (1) program mechanics, including the type of students involved, program objectives, and scheduling procedure; (2) the materials covered in the teacher workshop; (3) the group counseling program and student reactions to it; (4) the current status of the reading evaluation and remediation work; and (5) the progress being made on the development of instructional aids for use with multi-occupations classes. (RIE)

Parnell, D. The Oregon Way: A state plan for applying relevancy to education. American Vocational Journal, 1969, 44 (9), 14-17.

Oregon is embarking on a new approach to secondary education general as well as vocational programs. This approach is called "The Oregon Way." It is based upon two assumptions: (1) secondary schools should be preparatory institutions for all students, (2) a secondary school preparatory program should tie the curriculum to the goals of students in such a way they are motivated while in school and also better equipped to choose from among many alternatives as they take the next step after high school. This approach is aimed at the development of skills and understanding which relate to a family of occupational fields. This cluster of occupations is a logical group of selected occupations which are related because they include similar teachable skills and knowledge requirements. The implication is that most high school experiences will be centered on knowledge and skills common to the occupations which compromise a cluster, or family. (JB)

Patton, L. W. Preparatory curriculum: Guidance vehicle for DE. American Vocational Journal, 1967, 42, 36.

The author explains that the preparatory distributive education curriculum provides the beginning student with a means for self-exploration. Well-planned projects give him the opportunity to assess his abilities, determine his self-concept, and to prepare for initial employment. Most of these projects can be used as guidance tools. They afford the best opportunities for stressing the importance of personal appearance, developing responsibility, and bringing a student up to employability. The distributive education program must be flexible to satisfy every student's needs. The author presents all the essential elements of good guidance in the distributive education preparatory curriculum. (JB)

Pierson, G. N. Educational and career choices for the junior high school pupil. California Education, 1965, 2, 3-4.

Describes a project which represents an effort to provide appropriate learning experiences for junior high students. The author used the Brickell method of curricular change (innovation, evaluation, and dissemination of curricular materials). Four groups were set up to work on a specific aspect of "vocation." The conclusions of this workshop are being tested in the eighth grade environment. (CL)

Platt, A. H. Room to Grow: "Something special for all kids." Philadelphia: Philadelphia School District, Pennsylvania, 1969. (ED 033 403).

Room to Grow, an elementary school career guidance program grew out of frustration with urban problems of education and was shaped by contemporary research in career development theory. Career choice is viewed as developmental. It is also believed that life histories cannot be predicted and that a career is something that gives purpose to life. Experiences are provided which give more attention to the elementary school child's perception of himself and the image of the person he would like to become. Aspects taken into consideration are: (1) attitudes and values toward work, (2) socio-economic level, (3) educational expectations, and (4) self-concept. Room to Grow is conducted once a week for 7,000 fifth and sixth graders in Philadelphia. The program supervised by three guidance consultants, consists of 25-30 weekly sessions of 45 minutes to an hour and a half. Some sessions are teacher-led, some have guest speakers, some are tours, and others are guidance sessions. The objectives of the program are: (1) to improve self-confidence, (2) to provide a wide range of career experiences, and (3) to develop a desirable approach to the process of career choice. (RIE)

Profiles in quality education: 150 outstanding Title I, ESEA, Projects. Washington, D. C.: Office of Education (DHEW), Bureau of Elementary and Secondary Education, 1968. (ED 026 708).

Details are enumerated for 150 ESEA Title I projects being conducted across the nation through the 1968-69 school year to improve education for disadvantaged children. Basic information for each project includes type of project, place, starting date, cost, staff size and composition, participants (grade level if children, relationship if adult), name of person from whom further information may be obtained, and a comprehensive description of the project's objectives and procedures. The projects are listed under 15 categories: preschool (13); language arts (29); math and science (6); guidance, counseling, and tutoring (21); cultural enrichment (11); health and food services/ physical fitness (7); comprehensive (7); vocational education/dropout oriented (17); college preparatory (2); integration (3); teacher training (8); teacher aides (5); parent participation (3); extended use of school facilities (3); and summer (14). (RIE)

Project BEACON. Rochester City School District, Rochester, New York.

Although not limited to career development this project has as its goal developmental guidance through the elementary school classroom. In 1961 the New York State Education Department's Bureau of Guidance initiated a state-wide Project ABLE for the purpose of identifying and encouraging potential abilities among pupils of low socioeconomic backgrounds. Apportionments were made to local school districts to encourage them to demonstrate practical solutions to the problems of educating disadvantaged pupils. The directives from the Bureau of Guidance stipulated that the plans developed by the local school districts were to be tailored to meet local needs and were to be directed at improving and raising the educational levels of Project pupils. The following areas of attention within the Project serve as the goals: (1) building the child's self-image, (2) early success in language arts, (3) accent on working with parents, (4) cultural enrichment, (5) orientation and inservice training of teachers, (6) Negro history and culture, (7) development of new materials. Each teacher incorporates into her curricula a variety of activities under each of the goal areas. Most of the activities in use in classrooms have been developed by individual teachers in Beacon grades or by committees of teachers, who voluntarily served to develop specific aspects of the Beacon Program. A resource teacher is assigned to each school to assist the classroom teacher in implementing each of the Beacon goals. Each Beacon school has the services of counselors, psychologists, social workers, nurses, and other special service personnel. (LB)

Project PIT; a summer industrial work experience and occupational guidance program. Detroit, Michigan: Wayne State University, Department of Industrial Education, 1967. (ED 024 755).

Project PIT (Program of Industrial Training) was a pilot and demonstration program of industrial training for Detroit's inner-city youth. Its major aims were to provide youth with occupational information and guidance,

to help youth see the need for a good education, to provide these youth with financial means to return to school, and to make useful goods for non-profit organizations. Those aims were fulfilled through a simulated industrial setting and an intensive guidance program. Questionnaires and analyses of the Detroit high school population have shown that most youths either have not selected an occupational goal or have selected a goal that is unrealistic for their abilities and potentials. Project PIT's most important aim, the upgrading of the employee's goals and aspirations and the acquisition of a sound background of the occupations available to them, is an intangible that is difficult to measure in a short-range program; however, results were obtained which indicated a significant shift in educational and occupational aspirations to both a high and more realistic level. (RIE)

Robinson, L. R. High school orientation program: A four-phase program of school cooperation. Sacramento, California: California State Department of Education, 1966. (ED 012 059).

In 1962, the Pacific Telephone and Telegraph Company signed the "Plan for Progress" committing themselves to the goal of full equality in employment. A plan of action was devised to seek out minority candidates for employment. However, possible employees had difficulty passing the employment tests. It was realized that, in addition to actively seeking out minority members, the company should help them qualify for employment. The first phase of a four-phase school cooperation program was a one-week counselor workshop for 27 counselors. Management representatives from seven departments discussed each department's role in the company, the job skills peculiar to that department, and special educational requirements. The counselors then made visits to the various departments and formed discussion groups. A followup evaluation of this program was made. The second phase consisted of a series of one-day workshops for vocational and business teachers. During the third phase, students selected by their counselors visited various company departments, attempted to perform the work operations of the job with the employees, and learned about the company's employment office procedure. The fourth phase consisted of a broad offering of company resources to be used as educators desired. (RIE)

Roggenkamp, J. Illustrative action programs. Springfield, Illinois: Illinois State Office Superintendent of Public Instruction, 1966. (ED 010 892).

This report summarizes some of the counseling practices employed in various demonstration centers. Students were assisted through individual and group counseling. In one center, successful test interpretation interviews resulted from a comparison of students' estimated test results and actual test results. Students learned of occupations through resource speakers and studies of job fields. In one library, information was used to establish "World of Work" and "About Myself" sections. Counselors also helped to organize extracurricular activities and to solve

student problems. Through consultation with counselors, teachers were assisted in becoming more accepting and in solving grouping, placement, and discipline problems. A guidance program in one center developed forms to facilitate teachers' understanding and evaluation of pupils. Interstaff communication was improved in one school when teachers exchanged classes for a day. A successful inservice program was based on a poll of what teachers desired to learn. Other inservice programs helped teachers gather information about pupils and organize parent-teacher conferences. One counselor group helped teachers organize a three-session, parent-teacher conference program which served to help both teacher and parent to understand the child better, acquaint parents with the school's program, bring the parents and teacher together, and improve public relations. This is one of the reports from the Zion Conference and the elementary school demonstration centers included in "Elementary School Guidance in Illinois." (RIE)

Rubinstein, M. G. Career guidance program in junior high schools. New York Soc. Exp. Study Ed., 1965, 106-9.

Describes a career guidance program that was established to reach potential dropouts. To be included in the program the student had to be in the eighth or ninth grades, fifteen years old, and identified by the principal as one who would drop out as soon as legally possible. Teachers in this program began by teaching the three R's and courses based on the students' needs and interests. Part-time jobs were secured for interested students and workshops for parents were held in hopes of influencing the home environment. (CL)

Segel, D. and Ruble, R. A. The Lincoln Project: A study of the educational program of a junior high school in a transitional neighborhood. A report of the Lincoln Guidance Research Project. Albuquerque, New Mexico: Albuquerque Public Schools, 1962. (ED 023 494).

The Lincoln Guidance Research Project, funded by the National Defense Education Act, studied a group of junior high school students in a transitional neighborhood with major emphasis on educational needs of students who will find employment in service occupations. Recommendations included intensive remedial work at the seventh grade level, continual evaluation of students' progress throughout the junior high grades, increased guidance and counseling staff, and a third curriculum choice at the tenth grade level, in addition to college preparation and vocational education. It was proposed that students with less than high school capabilities enter a two-year intensive work-experience training program in preparation for vocational opportunities which do not require high school graduation for employment. Test results, questionnaires, and rating forms used in the study are included as appendices. (RIE)

Sherman, V. S. Trial and testing of an experimental guidance curriculum. Final report. American Institute for Research in Behavioral Sciences,

1967. (ED 020 554).

Innovative vocational guidance curriculum materials were designed to increase self-understanding and motivation relative to career exploration and planning. These materials stemmed originally from a survey of attitudes and planning relative to career development in the Palo Alto Unified School District. The research data was used as curriculum content, focusing upon the self as a crucial variable in career motivation. Detailed background on the material is given in Section I. Section II describes the setting, design, methods employed for teacher orientation, instruments, scoring procedures, rarer reliability for handling subjective data, testing procedures and problems, and method of analysis. Though some statistically significant results emerged as evidence that the curriculum experience did have some desired effects, certain limitations lead to the conclusion that, in effect, the materials in their present form have not been adequately tested. Other findings, such as sex differences and some grade interactions, tended to suggest directions for curriculum innovation, educational practices, and further research. These are discussed in detail in connection with each significant variable in Section III. Section IV includes a brief overview of the statistical results and their implications for educational practices and curriculum development, specific consideration of the instruments used, and general research recommendations.

Related References:

Sherman, V. S. Guidance curriculum for increased self-understanding and motivation for career planning. Planning and development of research programs in selected areas of vocational education. Volume III, Appendix. American Institute for Research in Behavioral Sciences. (ED 010 626).

Sherman, V. S. Guidance curriculum for increased self-understanding and motivation for career planning. Palo Alto, California: American Institute for Research, 1966. (ED 010 625).

Norris, E. L. and Sherman, V. S. Source data on perceptions of parents and children regarding career planning. Planning and development of research programs in selected areas of vocational education, Volume II. American Institute for Research in Behavioral Sciences. (ED 010 624).

Briggs, L. J. and Norris, E. L. Techniques for selecting and presenting occupational information to high school students, planning and development of research programs in selected areas of vocational education, Volume I. Palo Alto, California: American Institute for Research in Behavioral Sciences, 1966. (ED 010 623.

Studies in success, a promising approach to the vocational guidance of average high school students. California: Grossmost Union High School District, 1964. (ED 010 703).

This report describes an educational plan to improve the vocational guidance of average or noncollege preparatory high school students. The program is designed to create a positive attitude on the part of the student toward formal education, the world of work, and the means for succeeding in one's vocation through experiences which will provide a positive and realistic self-concept in reality testing situations. A complete unit of study for use in the classroom is presented and includes a listing of all materials needed for implementation as well as classroom methods which were utilized. The rationale employed in developing the unit and implications for teachers and guidance personnel are discussed. Preliminary research findings support the methodology of this program. (RIE)

Tannenbaum, A. J. Curriculum development and teacher training for disadvantaged pupils in special classes (career guidance) in regular junior high school. New York: Center for Urban Education, 1966. (ED 011 022).

Two projects initiated by the New York City Board of Education to improve a career guidance program for eighth and ninth grade students were evaluated. New curriculums for the classes were created and four teacher training sessions on their use were given. The evaluators assessed the achievement of the board's goals through questionnaires, interviews, and observation, but were greatly handicapped by the unavailability of the curriculum guides, by the less than forty percent response to the questionnaires, and by great time pressures. Recommendations were made that (1) the inservice teaching program be given at the beginning of the school year using the actual proposed material, (2) teachers be prepared in various specialized subjects and trained by those involved in preparing the new curriculums, and (3) more time be given to the inservice training. The materials which the evaluators eventually saw were neither new nor consistent with a clear goal for career guidance class pupils nor valuable to the teachers. It was questioned whether either phase of the program merited federal funding. (RIE)

Teacher's guide to: Self Understanding Through Occupational Exploration (SUTOE). Salem, Oregon: Oregon State Department of Education, Division of Community Colleges and Vocational Education, 1968. (ED 024 965).

Self Understanding Through Occupational Exploration (SUTOE) is a one year course designed to assist ninth graders with educational and career planning. SUTOE aims at enabling students to gain knowledge and understanding of possible social skills in applying for work via application and job interviews, to gain understanding of employers' viewpoints and requirements, to broaden knowledge of the general economic structure as related to labor force needs, to understand the importance of opportunities offered through high school and post-high school training programs, and to assess one's own strengths and weaknesses. The course, individually tailored, includes evaluation of goals via investigation, idea exchanges in groups, role playing, interviewing, letter writing, reporting,

visitations, speakers, films, appropriate research exercises, and testing. A teacher's guide accompanies the course description. (RIE)

Related References:

Parnell, D. and others. Teacher's guide to SUTOE (Self Understanding Through Occupational Exploration), 1969. (ED 034 227).

Technology for Children Project. Trenton, New Jersey: Department of Education; Division of Vocational Education.

In 1966 an experimental project was started in nine New Jersey elementary schools financed in part by a Ford Foundation grant to the New Jersey State Department of Education. The program is designed to help elementary teachers combine technical activities with regular academic lessons in an attempt to help children understand their regular subjects, while developing an appreciation of the role of technology in society. Content is presented through a series of "Episodes" which are lesson-plan like curriculum aids. The Episodes are designed to help elementary teachers to initiate technological activities and enhance learning in math, science, social studies, and language arts. In the early stages of activities, when tools and materials are being learned to be used safely and intelligently, the emphasis is on the technical aspect of the curriculum. Later, when the children have some confidence with these things, then the emphasis is on the needs and interests of the individual pupil. He then begins to research his interest or need, to relate it to others, and to develop some expertise therewith. (LB)

The "Project ABLE" student vocational plan. Pittsburgh, Pennsylvania: American Institutes for Research. (ED 030 720).

The Student Vocational Plan of Project ABLE has limited objectives which include student self-evaluation, investigation of the world of work, and the comparison of students' credentials to educational and vocational opportunities. For each of these objectives student activities were delineated for grades 7, 8, and 9. The Plan includes a student kit of forms and data needed by the students to carry out these activities. When viewed as a record of student progress in decision making, this kit provides indications of inconsistency among educational goals, capabilities, interests, and opportunities. Appended are (1) the Plans' table of contents for grades 7, 8, and 9, (2) student goal checklist, (3) educational achievement forms, (4) experience checklist, (5) job classification form, (6) occupational information resource guide, (7) occupational analysis forms, and (8) sample job description. (RIE)

Related References:

Morrison, E. J. and Hudak, V. M. Development and evluation of an

experimental curriculum for the New Quincy (Massachusetts) Vocational-Technical School. Fourth quarterly technical report, A vocational guidance plan for junior high school. Pittsburgh, Pennsylvania: American Institutes for Research, 1966. (ED 024 752).

Hudak, V. M. and Butler, F. C., Jr. Development and evaluation of an experimental curriculum for the New Quincy (Massachusetts) Vocational-Technical School. Ninth quarterly technical report, Development and tryout of a junior high school student vocational plan. Pittsburgh, Pennsylvania: American Institutes for Research, 1967. (ED 024 767).

The World of Work: Increasing the Vocational Awareness of Elementary School Children. A Guidebook for Teachers and Guidance Counselors, Trenton, New Jersey: Department of Education, Division of Vocational Education, July 1969.

The Vocational Awareness Project has been developed to enhance teaching techniques and related media for expanding the vocational awareness of elementary school children. These students should be better prepared to make high school program selection and plan for later career choices. The project attempts to identify and study appropriate techniques, and to develop effective approaches that teachers may use to incorporate "vocational awareness" within the elementary school experience. The findings of this project, developed in cooperation with elementary school teachers, guidance counselors, curriculum coordinators, principals and other educators listed in the directory of participants, are incorporated in this guide for use by elementary school teachers. The emphasis throughout the project has been placed on approaches that should enrich the child's understanding of work as a function of man, the importance of the development of man's abilities in relation to the progress of his civilization, and on how the child may relate these to his own individuality. Although this project has been placed within the social studies subject matter area, this approach may be easily adapted to any other area of instruction, e.g., science, English, mathematics, etc. (LB)

Warner, T., (Ed.) Elementary guidance in Ohio. A compilation of project abstracts: 1967-68. Columbus, Ohio: Ohio State Department of Education, 1968. (ED 024 093).

When the National Defense Education Act was amended in 1965 to include elementary as well as secondary schools, the Division of Guidance and Testing set aside $200,000 annually to establish pilot, demonstration, or experimental projects in elementary school guidance. A total of 23 school districts conducted projects during the following three year period. The impact which these projects have had on the elementary guidance movement in Ohio is quite in evidence. In addition to the 31 counselors employed in the 17 projects in operation during 1967-68, nearly 200 additional elementary school counselors were employed in other school districts throughout the state. This publication contains abstracts of the final reports submitted by the directors of the 1967-68 projects. In

addition, an attempt has been made to provide the reader with a short history of elementary school guidance in Ohio and also a brief look at present and future programs. (RIE)

Weaver, C. E. Orientation to work for the students in the junior high school. 1968. (ED 024 990).

The junior high school lends itself readily to innovative approaches in preparing youngsters to meet the challenge of the work world. The junior high years are important because 30 percent of those who drop out of schools drop out during this period. Ohio has taken steps to provide continual updating of the vocational information held by their counselors, under the impetus of the 1963 Vocational Education Act. Workshops and summer guidance seminars are held at approved Ohio counselor education institutions, with additional advanced workshops being held for those counselors who have already attended at least one seminar. Realizing that a good vocational guidance program is dependent on a good attitude toward technical education, Ohio educators are attempting to devise a completely new program for vocational and technical educational studies, for presentation to the next session of the Ohio General Assembly. The targets of the program are the 30,000 dropouts and 60,000 graduates with so general an education that they have no marketable skills. The aim of the program is to eradicate the stigma which has long been attached to vocational education, and raise the status of technical education, so that parents and students alike will have a healthier outlook toward the work world. (RIE)

Wilson, E. H. A task oriented course in decision-making. Information System for Vocational Decisions, Project Report Number 7. Cambridge, Massachusetts: Harvard University. (ED 014 119).

A course in decision-making, built around the Tiedeman-O'Hara Paradigm, was taught at a junior high school to test materials. The three essential aspects of teaching decision-making are: (1) learning the language of the decision-making process, (2) practicing decision-making while under supervision, and (3) formulating criteria for a decision. A booklet, "You, the Decider," containing relevant theory, activities, tasks, and cases resulting in explicit criteria for choice was given to students. Weekly workshops for teachers were held six weeks before the course began. A sharing of competencies by research personnel, counselors, and teachers took place at the workshops, which were continued through four weeks of actual teaching. Resource materials included the "Occupational Outlook Handbook" and Katz's "You, Today and Tomorrow." Results of the evaluation of the course are not presented, although a definite research program has been designed. A copy of "You, the Decider" and various evaluation instruments are included. (RIE)

Work-sample program experimental and demonstration project. Final report.

Philadelphia, Pennsylvania: Jewish Employment and Vocational Service, 1968. (ED 027 560).

Over a ten-month period, an experimental group of 268 disadvantaged applicants and a matched control group of 206 other disadvantaged applicants, were studied to assess the potential of a work-sample program for improving counseling and placement services for the disadvantaged. Data analyses supports the conclusions that the program (1) helped the counselor to better understand, relate to, and communicate with the disadvantaged, (2) facilitated the development of a counseling plan or vocational objective, (3) increased the likelihood that the disadvantaged would complete counseling, be referred to more jobs, obtain jobs on initial referrals, and hold and adjust to jobs and training, (4) helped counselors to identify applicants in need of rehabilitation and other services, (5) provided knowledge on the applicant's work readiness indices, and (6) enable the disadvantaged to better understand his vocational interests and abilities, learn about different jobs, and modify his personal appearance and behavior to meet expected standards. The findings also showed that the program improved the effectiveness of counseling and placement services for the disadvantaged. (RIE)

World of work: Grade nine. Teacher's guide for the school year 1967-1968. Minneapolis, Minnesota: Minneapolis Public Schools, 1968. (ED 031 723).

This manual is designed to serve the classroom teacher as a guide to the accompanying televised series of programs on the world of work. The Television Series is designed to give a broad overview of many occupations, by bringing into the classroom more than fifty "guests" from all levels of preparation: the semi-skilled, the skilled, the technical, and the professional. The lessons employ familiar classroom techniques in bringing guidance information to the students, not from professional entertainers, but from people actually working in the community. The prime objectives of the series are: (1) to present information on occupation areas, job families, and related types of work possibilities; (2) to stimulate further investigation by the students into the world of work, and (3) to provide a basis for program planning for the senior high years. Lessons have been based upon the interest categories found in the Kuder Preference Record, and are prepared by the Radio-Television Department of the Minneapolis Public Schools. (RIE)

Chapter V

GAMING, SIMULATION, AND CAREER GUIDANCE KITS

Abt, C. C. Games and simulation. 1967. (ED 025 842).

Educational games present the complex realities of simultaneous interactive processes more accurately and effectively than serial processes such as lecturing and reading. Objectives of educational gaming are to motivate students by presenting relevant and realistic problems and to induce more efficient and active understanding of information. Games are efficient learning devices because they allow three levels of learning to occur simultaneously without ability grouping of students. These levels are (1) efficient learning of facts, (2) learning of cause and effect relationships by substituting gaming for personal experience, and (3) learning of strategic thinking concepts by considering results of alternative courses of action. Games focus on reality but are combinations of skill, chance, reality, and fantasy. In designing games one must (1) define overall objectives and scope; (2) identify the key factors, their objectives, and constraints; (3) determine an interaction sequence and decision rules; (4) identify the win criteria; and (5) choose the form of presentation. Compromises must be made between simplification and realism, concentration and comprehensiveness, and melodrama and analysis. The attempt to include too much in one game must be avoided. (RIE)

Abt Associates Incorporated. 55 Wheeler Street, Cambridge, Massachusetts, 02138.

Abt Associates, Incorporated, founded in 1965, applies systems analysis and social science techniques to solve problems of industry, government, and education. The three education areas are Curriculum Development, Education Systems Analysis and Planning, and Manpower Development and Training Services. A complete list of games available may be obtained upon request. Some of the games and simulations designed for classroom use by Abt Associates, Incorporated are listed below:

Market (6th Grade) was designed to develop an understanding of the way prices are determined in a market economy. It illustrates the principles of supply and demand and price level. Students play the roles of consumer and seller in a grocery store and bargain over the price of goods.

Economy (6th Grade) was designed to develop in students an understanding of the circular flow of goods and services in the economic system. Students take the parts of machine shop owners, manufacturers of consumer goods, heads of families and bankers.

Interviewing (High School) provides role playing as interviewers vie with interviewers about jobs.

Machinist's Career Simulation Game (Junior and Senior High School) enables the students to make effective decisions concerning a possible vocation in machining by playing through a game which simulates the risks, opportunities, costs and benefits of alternative decisions during the twenty years after high school. The game gives realistic feedback on wages, working conditions, type of work, and advancement.

Ed Plan (High School) is an education system planning game designed to demonstrate the major issues of education planning and an awareness of alternative plans, costs, and benefits. (KD)

Barbula, M. P. and Isaac, S. W. Career simulation for adolescent pupils. San Diego, California: San Diego Department of Education, 1967. (ED 016 268).

The purpose of this study was to assess student acquisition of knowledge about vocations after participation in a career simulation game and to determine attitudinal change toward vocational concepts. Data was collected through a pre-test and a post-test. A sample of sixth- and eighth-grade students was drawn for the treatment and the control groups. The treatment groups participated in the career simulation game while the control groups received the usual curriculum program. No statistically significant differences were found between the groups on a 10-item questionnaire on vocational insightfulness. A general trend to increase hours of study on the post-tests was evident for the treatment groups, although no statistically significant patterns were found. The negative results may be due to insensitive instrumentation. The investigators believe that further developmental work is indicated to explore simulation as a method of teaching career development principles to adolescents. (RIE)

Boocock, S. S. Life Career Game. New York: Western Publishing Company, Incorporated.

Life Career simulates certain features of the labor market, the "education market," and the "marriage market," as they now operate in the United States and as projections indicate they will function in the future. It is designed for 2-20 players on the junior and senior high levels. It takes 1-6 hours to play and costs $35.00. Participants learn patterns of life cycles of men and women determined by career decisions made at various points in their lives. They learn to see the interrelatedness of these decisions and how they affect later opportunities. Factors affecting a person's success and satisfaction with his education, his job, his marriage, and his free time are discovered. Participants learn what kinds of educational and occupational opportunities are open to individuals with varying sets of personal characteristics, and how to locate and use reference materials which contain this type of information. The game can be played by any number of teams, each consisting of two to four players.

Each team works with a profile or case history of a fictitious person (usually a student about the age of the players). The game is organized into rounds or decision periods, each representing one year in the life of the person. A game runs for a designated number of rounds. During each decision period, players plan their person's schedule of activities for a typical week, allocating time among school, studying, a job, family responsibilities, and leisure time activities. Certain activities, like a job or higher education, require a formal application and acceptance. Scores are computed at the conclusion of each round or year of the fictitious person's life. The scoring tables and spinners are based upon United States Census and other national survey data. They show what this person, given his character, his past experiences, and his present efforts, would probably achieve in the areas of education, occupation, family life and leisure. The winner is the team which accumulates the highest score. (KD)

Related Reference:

Boocock, S. S. Life career game. Personnel and Guidance Journal, 1967, 46, 328-34.

Develop[illegible] Better Self Awareness, Kit #102. Carrollton, Illinois: Educational Innovations, Incorporated, 1970.

This activity-centered kit is a success oriented learning device designed to promote better understanding of self and interpersonal relationships. It contains a variety of enrichment activities which will correlate with units concerning home and family, school, citizenship and health. Activities and games may be utilized on a guided or self-selection basis. There are many motor, perceptual, verbal and non-verbal tasks. Present interests of students are utilized. Most of the materials may be adapted to meet individual needs, group needs of the total class program. Teacher's guide is designed to be suggestive in nature; specific directions are included for materials and games in the Kit. Included in Kit: 2 teacher's guides; 31 individual student work manuals; 2 transparencies; 2 wall charts and labels; 16 boy worksheets; 16 girl worksheets; one word box; a Touch-It game; 24 flash cards; 3 sets of a card game; 4 sets of twenty-four puzzles; 16 picture matching games; 16 word matching games; 3 missing parts worksheets (90); and one word fishing pole. (KD)

Focus on Self-Development, Stage one: Awareness, Grades K-2. Chicago: Science Research Associates, 1970.

Focus on Self-Development is a multi-media elementary guidance program designed to promote the affective and cognitive development of children. It is designed to be used in the classroom by the teacher with little guidance background or by the elementary guidance counselor if one is available. FOCUS is a three-stage program that will provide support in

the affective domain for all areas of the elementary curriculum. The overall objectives of the program are to lead the child toward an understanding of self, an understanding of others, and an understanding of the environment and its effects. Stage One of FOCUS emphasizes awareness of self, others, and the environment. It consists of 20 flexible units that can be adapted to the needs of each individual class. Content areas include self-concept development; awareness of the environment through the senses; socialization; sharing; problem-solving. Techniques include group discussion; role play; games; individual and group projects. Contents: Stage One: Awareness consists of 5-36-frame color filmstrips with accompanying records; 4-10" 33 rpm story/activity records; 20 photoboards; 1 pupil activity booklet; 1 guide; and 1 counselor's guide. The color filmstrips and the story/activity records are designed to introduce units, to be used as motivational devices for discussion and activities, and to reinforce concepts developed in the units. The 20 17" x 22" photoboards (2 photos per board) depict situations familiar to young children and are used to stimulate group discussion and role play. Through a unique personalized approach, the pupil activity booklet "Here I Am" is designed to help the child perceive his intellectual and emotional development. A comprehensive teacher's guide contains complete instructions for implementation of Stage One: Awareness. The Counselor's Guide provides professional guidance personnel with additional information for interpretation of the program as well as with methods for using the materials in inservice teacher training sessions. (Author)

Forsberg, E. Operational gaming for vocational awareness: A survey. Bartlesville Public Schools, Stillwater, Oklahoma: Oklahoma State University, Research Foundation, 1969. (ED 030 894).

Operational gaming is a kind of decision simulation where the players make decisions within the framework of a simulated operating system. For the game to have value in developing vocational awareness, the decision-making exercise should be structured around a model of real life vocational decisions. The gaming experience aims toward helping the player clarify his own values pertinent to the real world of work and to conceptualize kinds of decisions to be made. The elements of the game are players, goals, rules, and choices. The relationship between the elements and the sequencing of decisions are depicted by the model. The extent of the model (basic structure) depends on how much realism should be built in. Gaming by itself does not yield a maximum benefit but should be part of a total program which includes readings, lectures, the games, and critiques. (RIE)

Hamilton, J. A. and Krumboltz, J. D. Simulated work experience: How realistic should it be? Personnel and Guidance Journal, 1969, 48, 39-44.

One hundred 10th grade non-college-bound students were randomly assigned to receive two alternative types of materials: (a) experimental--an Electronic Technician Kit which required students to use an actual ammeter in solving problems representative of that occupation; and (b) control--a kit virtually identical with the experimental treatment except that no

meter was provided. The experimental subjects reported more enjoyment, wanted more information about an electronic technician career, wrote more questions about careers, and signed up to take more additional career kits than did the control subjects. However, the number of measured exploratory activities during the week after the treatments was too small to test for statistical significance. (Author)

Harris, T. R. and Coleman, J. S. Economic System. New York: Western Publishing Company, Incorporated.

Economic System simulates basic features common to a wide variety of economic systems. Each player takes one of three economic roles: worker, farmer, or manufacturer. Farmers and manufacturers control the farms and the factories; workers supply labor to run the factories or provide additional labor for farms. Each player attempts to achieve a high number of satisfaction points through obtaining and consuming manufactured goods and foods. The game is played in rounds, each consisting of three stages--production, marketing, and consumption--during which food and manufactured goods are produced, exchanged, and consumed. The score is kept in satisfaction points, "earned by the consumption of food and manufactured goods." The point schedule reflects the principle of diminishing marginal utility--the idea that a commodity is more important if one has less of it. Higher levels of the game provide for investment and the creation of capital and for a fourth role--the mine owner, whose mine produces the raw material necessary to produce the manufactured goods. Additional variations allow for trade between systems, taxation, support and replacement of public goods (schools, road, and police protection), and possible government regulation of the economy. The game is recommended for 7-13 players at the junior high and senior high levels, it takes 2-4 hours to play and costs $25.00. (KD)

Johnson, R. G. Simulated occupational problems in encouraging career exploration. Washington, D. C.: American Personnel and Guidance Association, 1968. (ED 021 284).

The present study attempted to determine the optimal difficulty level of some occupational problems for students with varying interests and ability levels. Some 288 high school boys were presented with simulated vocational problems in sales, medical laboratory technology, and x-ray technology. The criterion for a successful performance was set at three levels of difficulty. Each subject was assigned at random a problem in one occupation and at one of the three levels of difficulty. Subject variables were grade level, grade point average, and initial occupational interest as measured on the Holland Vocational Preference Inventory. Criterion measures of three types were taken: expressed interest in the occupation, scores on an information test covering the occupation simulated, and incidents of information seeking during the week following treatments. Analysis of variance was used to test the main effects and all interactions. Difficulty level was not found to produce differences on the measures used,

but did significantly interact with initial vocational interest pattern. The simulated problems in each occupation did generate interest and exploration in that occupation. Most students reacted favorably to the experience. (RIE)

Krumboltz, J. D. and others. Vocational problem-solving experiences for stimulating career exploration and interest. Final report. California: Stanford University, School of Education. (ED 015 517).

To motivate interest in career exploration, five sets of job simulation materials were developed and tested for accounting, x-ray technology, medical laboratory technology, sales, and banking. Each "Career Kit" presented problems representative of each occupation and the background information needed to guarantee that most subjects could solve them. Hypotheses comparing problem-solving approaches with alternative approaches were tested in three studies. It was concluded that--(1) problem-solving "Career Kits" consistently produced more interest and more occupational information seeking than control treatments, and (2) subjects from lower socio-economic schools consistently gave more positive reactions than subjects from middle-class schools, particularly in response to the problem-solving materials. (RIE)

Krumboltz, J. D. Job Experience Kits, Grades 9-12. Chicago: Science Research Associates, 1970.

The Job-Experience Kits are a collection of work-simulation experiences in 20 representative occupations. Each kit is designed to give students an opportunity to successfully solve problems typical of a particular occupation. Based on positive research findings, the Krumboltz Kits have been demonstrated highly effective in generating student interest in career exploration. This problem-solving approach exposes the student to the real activities he will find on-the-job. Actual occupational tools are included in each kit where appropriate. The Kits may be used in the Guidance Office on an individual basis; in group guidance classes; in the social studies, English, or homeroom classrooms; and as an introduction to vocational courses. The twenty occupations included are respresentative of various levels and fields in the world of work. Titles of the individual kits are: Accountant, Electronics Technician, Police Officer, Salesperson, Appliance Repairman, X-Ray Technician, Medical Technologist, Secretary, Librarian, Truckdrive, Cosmetologist, Designer, Lawyer, Draftsman, Plumber, Carpenter, Auto Mechanic, Veterinarian, Elementary School Teacher, Motel Manager. Each kit also includes answer pads for the student to use in working through the problems. A comprehensive Guide is provided for the counselor. (Author)

Krumboltz, J. D. and others. Vocational problem-solving experiences for stimulating career exploration and interest: Phase II. Final report. Stanford University, School of Education, 1968. (ED 029 101).

This project was composed of two major research experiments and four subsidiary experiments, designed to test alternative ways of constructing and applying occupational problem-solving materials. In Part I, Difficulty Level of Simulated Vocational Problems in Encouraging Career Exploration, it was found that the difficulty level did significantly interact with initial occupational interest when knowledge of the occupations studied was used as a measure. Part II includes four subsidiary studies: (1) Simulated Work Experience: An Attempt to Encourage Career Exploration, (2) An Optimal Grade Level for Career Exploration?, (3) Vocational Information-Seeking Behavior as Affected by a Problem-Solving Work Kit and Set Establishment, and (4) Simulated Work Experience: How Realistic Should It Be? Results from Part III, Orienting Stimuli in Vocational Problem-Solving as Factors in Promoting Career Information Seeking, indicate that subjects who receive their first choices of vocational stimulation kits reported varied information-seeking activities more than did subjects who were denied their first choices. Also, subjects who receive specific questions comparing occupations achieved higher scores on occupational information tests than did subjects who received general questions. (RIE)

Related Reference:

Krumboltz, J. D. Vocational problem-solving experiences for stimulating career exploration and interest, Phase II. Mid-project report, December, 1966 - April 30, 1967. Stanford University, School of Education. (ED 016 265).

Occupational Exploration Kit, Grades 9-12. Chicago: Science Research Associates, 1968.

OEK provides students with a systematic personalized approach to job investigation. The unique OccuScan™ and Student Record Book gives each student the chance to explore occupations in terms of his own abilities, interests, and educational goals. OEK serves as a practical and current aid to occupational investigation for a young person at a critical time of his life. OEK includes: (1) OccuScan (Occupation Scanner): a convenient coding device which pinpoints each occupation in terms of the education and abilities it requires and the interests that it satisfies. OccuScan helps the student to focus his attention on job possibilities personally appropriate for him. (2) 400 Occupational Briefs: each illustrated, four-page brief, updated regularly, provides a thorough description of a specific occupation, including qualifications, training required, earnings, future outlook, etc., along with selected references for follow-up research. (3) 17 Job Family Booklets: by presenting jobs in a broad occupational context these 48-page booklets help students to understand how jobs are related by common factors, such as the interests they satisfy or the skills they require. (4) 8 Guidance Series Booklets: outside reading relevant to occupational exploration. (5) 25 Student Record Books: complete instructions for using OEK, and charts for recording information and decisions. (6) Guide for Counselors and Teachers: instructions and

suggestions for use in individual counseling sessions and group guidance classes. (Author)

Our Working World, Grades 1-3. Chicago: Science Research Associates, 1970.

This social studies program for primary grades was developed by Laurence Senesh, Professor of Economic Education at Purdue University. The program presents the social sciences as they are related to the child's everyday experiences. Problem-solving and decision-making are an important part of the program. Much of the text material is supplemented with classroom activities. Our Working World focuses on the family in the first grade, the neighborhood in the second grade, and the entire metropolitan community in the third. A complete set of materials for each grade includes one Record Set, one textbook and one activity book for students, and one Teacher's Resource Unit. Supplementary filmstrips are also available. (KD)

Prevocational Program for Adolescent Youth. Carrollton, Illinois: Educational Innovations, Incorporated, 1970.

This is a series of social perceptual training units designed to provide the foundation for social and vocational adequacy. They are described as training units for community living. Eleven units are: Signals Are Important; Using Numbers as Signals; Let's Make A Good Impression; How We Buy and Shop; The Big Department Store; Getting Reading to Live On Our Own; How to Get and Keep A Job; Recreation and Leisure Time; How to Get Along With Others; Finding the Right Job. The complete set of units includes 11 filmstrips containing over 400 pictures, 11 teacher's manuals in script form, and 20 student work books. A single unit includes 1 filmstrip and a teacher's manual in script form and student's worksheets. (KD)

Shirts, R. G. Career simulation for sixth grade pupils. San Diego County Department of Education, California. 1966. (ED 010 076).

This was a pilot project designed to develop a modified version of the "Life Career Game" developed for high school use and explore its potential use at the sixth-grade level. The project was divided into a developmental phase and a research phase. In the developmental phase the "Life Career Game" developed by Mrs. Sarane Boocock of John Hopkins University was modified and simplified in an effort to make it appropriate to the intellectual and interest level of sixth-grade pupils. In the research phase the mean scores on the "Vocational Information Achievement Test" of three sixth-grade classes of pupils randomly selected from two school districts were compared to the mean scores on the same tests of three randomly selected control groups. The treatment groups played the modified game for 15 hours over a period of a month. The control groups received the regular curriculum which did not include any systematic study of career development. No significant differences between treatment and

control groups were found. It was evident, however, that the game evoked a high degree of pupil interest. Because of this fact, further classroom study concerning the use of the game was felt to be warranted. (RIE)

Related Reference:

Shirts, R. G. Life Career Game Player's Manual. San Diego County Department of Education, California, 71 p. Appendix to Document. (ED 010 077).

Varenhorst, B. Information regarding the use of the Life Career Game in the Palo Alto Unified School District Guidance Program. (ED 012 939).

A program to teach decision-making skills to ninth and 11th grade students using local research data, visual aids, and other materials was undertaken. In group guidance sessions, these problems were discoverd: (1) some decisions are never consciously made, (2) the emotional bases of decisions are not considered, (3) many students avoid making decisions because they fear lasting consequences, and (4) provisions for practice in decision-making are needed. To alleviate some of these problems, the life career game developed by Boocock and Coleman, was employed. Using two groups comprised of 10 and 18 students respectively, teams of two students were formed. Each team planned a fictitious student's life for 20 years, including education, occupation, family life and leisure time. Teams competed for the highest number of points in the game. The games were successful because they provided motivation and involvement, illustrated future factual realities, and led to discussion. Since the game meets some needs which were lacking in group guidance sessions, it can be used in conjunction with the sessions. Plans call for its extended use in the high schools as well as implementation in junior high schools. (RIE)

Widening Occupational Roles Kit, Grades 6-9. Chicago: Science Research Associates, 1968.

WORK gives each student the opportunity to explore for himself the complex areas of career opportunity. The kit is designed to help the student expand his knowledge of the world of work, to recognize families of related jobs, to develop a deeper understanding of his own abilities and interests, and to learn about the type and extent of education needed to prepare adequately for various occupations. WORK includes: (1) 400 Junior Occupational Briefs (JOBs): colorful, factual stories which illustrate authentic work situations for 400 separate occupations. The briefs are organized according to type of work and education required for each, in order to help the student explore occupations in broad categories. (2) 5 SRA Junior Guidance Booklets: illustrated texts which introduce topics for class discussion or individual research. The titles include: The Job in Your Future, Your Abilities, All About You, Make Your Study Hours Count, and Getting Along in School. (3) 35 Student Workbooks: students record views of their abilities, interests, achievements, current activities, hobbies, and the training needed to attain their vocational goals. (4)

one Teacher's Manual: detailed, step-by-step procedures for putting the program in action. (5) 5 Color Filmstrips: developed by the Society for Visual Education to illustrate the vital relationship between education and job opportunity; they provide a realistic introduction to the world of work and to the many types of people who are a part of it. (Author)

Wigderson, H. I. The name of the game--simulation. Research brief, Number 4. Visalia, California: ADAPT, A PACE Supplementary Educational Center, 1968. (ED 028 647).

Simulation games are a recent innovative technique that can be used in the classroom. In the past these games have been used by the military, by industry, and by social scientists. Simulation emphasizes the inquiry approach to learning. Each student is an independent and individual learner who can interact with others and react to different situations. Advantages claimed for simulation include added motivation, improvement of problem-solving ability, emphasis on communication, and an interdisciplinary approach rarely achieved otherwise. Objections to the use of these games include fear that they breed conformism, emphasize winning over learning, and threaten discipline. An appendix lists 85 commercially produced games with the academic use of the game and the grade level to which it applies and the manufacturer from whom it can be obtained. A bibliography of 48 items covers many approaches to simulation games. (RIE)

Zaltman, G. Consumer. New York: Western Publishing Company.

Consumer simulates the problems and economics of installment buying. It is helpful for groups studying problems of democracy, home economics, math, consumer and citizenship information. The game is structured so that the consumers weigh the added cost of financing a purchase against the additional value to them of having the item immediately. They determine whether their purchases are yielding the greatest utility for their money and learn to guard against unanticipated events not generally covered by insurance. As a result of interactions in the game between consumers and credit and loan managers, all players learn to compare the interest rates charged by different financial institutions. They learn that their credit rating can affect their ability to borrow and to understand fully the implication of contracts before signing. Consumers receive a monthly income with which they may buy certain products. Satisfaction points--utility points--are received for each item purchased. The value of the item relates to the time at which it is purchased. Decisions must be made among buying needed staple items, appliances, and leisure activities. In addition, the consumers are faced with accidents or other unplanned events which may require unexpected expenditures. The Credit and Loan Managers compete against one another, receiving points for each loan or credit transaction and losing points under certain other conditions. Each credit and loan officer has his own interest rate schedule, contracts, collateral requirements, and repossession procedures. The game accommodates

11-34 players on the junior high, senior high, or adult levels. It takes 1 1/2 to 2 1/2 hours to play and costs $30.00. (KD)

Chapter VI

MEASURING VOCATIONAL BEHAVIOR

Akamine, T. and Heiner, H. G. Development of an experimental forced-choice occupational preference inventory. Report No. 23, June, 1968, Washington State Coordinating Council for Occupational Education, Olympia; Washington State University, Pullman. (ED 022 959).

The purpose of this study was to develop an inventory which would (1) help pupils analyze their occupational interests, and (2) inform teachers, counselors, and curriculum planners about pupils' attitudes toward relatively specific elements of work such as acts, tools, materials, environments and human relationships generally associated with work in building trades, office, automobile service, health aid, and retail occupations. A prototype inventory developed by Heiner, Garlington and Whipple was revised and tested with 92 Caucasian and 81 Negro ninth grade pupils in two Tacoma, Washington junior high schools. Results indicate that the instrument does set the stage for guidance. Further research could focus on (1) refinement of items on the present inventory, (2) addition of other occupational categories, and (3) empirical studies to ascertain the validity, reliability, and distribution of responses. (RIE)

Andersen, D. G. and Heimann, R. A. Vocational maturity of junior high school girls. Vocational Guidance Quarterly, 1967, 15, 191-5.

This study tests the theory that short term vocational counseling would contribute to the career development and vocational maturity of junior high school girls. The experimental design involved differential treatment of equivalent groups. Data showed a significant difference between scores of the experimental and control groups on one of three criteria, the Vocational Maturity Scale. This indicated that the experimental treatment, counseling did have a significant effect on measured vocational maturity. (CL)

Barnette, W. L. and McCall, J. N. Validation of the Minnesota Vocational Interest Inventory for vocational high school boys. Journal of Applied Psychology, 1964, 48, 378-82.

The concurrent validity of the MVII was investigated with over 1000 vocational high school boys in Grades 9 and 12 in Buffalo, New York, schools. Scores of boys in particular trade curricula were checked against relevant MVII scales. At Grade 12, the food, electrical, and printing trade choices were well predicted; students in building trades, machinist, and mechanical programs were not well spotted. Similar results, but less encouraging

were found for the Grade 9 sample. With 1 student sample only (electrical), aptitude test data were unrelated to MVII scores. Students with "high" academic or shop school averages earned higher MVII criterion scale scores than did others. (Author)

Braunstein, D. N. and Haines, G. H. Preference scaling of careers and organizations. Journal of Applied Psychology, 1968, 52, 380-5.

Paired-comparison scaling procedures were applied to an investigation of preferences for 5 types of careers and 5 types of organizations. Scaling was accomplished for ten work-satisfaction criteria, using 4 samples, 2 of college students and 2 of college preparatory high school students. The median correlation of preferences between samples was .75; internal consistencies of preferences were higher for college students. The order of preferences for both careers and organizations depended upon the criteria. (Author)

Crawford, M. L. Available tests and their use in research in vocational education. California: Los Angeles Trade-Technical College, 1966. (ED 012 623).

Measurement of individual traits and separate factors of intelligence followed by empirical combination of these measures into aptitude test batteries should be the basis of selection of students for vocational training. During the past 14 years, Trade-Technical College has developed and validated such test batteries for some 55 trade and technical curriculums, testing over 8,000 applicants annually. The student-selection process involves both the testing program and an applicant-counselor-instructor interview. Validity studies made on the aptitude test batteries, and the tests found to be predictive, are presented in tabular form. Significant correlations on aptitude tests and instructor grades, means, and standard deviations, and other psychometric data are given. (RIE)

Crites, J. O. and Semler, I. J. Adjustment, educational achievement, and vocational maturity as dimensions of development in adolescence. Journal of Counseling Psychology, 1967, 14, 489-96.

To collect cross-sectional and longitudinal data on the interrelationships of adjustment, educational achievement, and vocational maturity as dimensions of development in adolescence, 483 5th graders were followed up 7 years later as 12th graders. A hierarchical construct of development, in which adjustment is a general dimension and educational achievement and vocational maturity are more specific, appeared to best fit the data on the intercorrelations of the variables. Earlier adjustment was related not only to later adjustment (r's, .18-.44), but also to subsequent educational adjustment (r's, .28-.38) and vocational maturity (r's, .05-.21). Current adjustment correlated even higher with these variables, the r's being .34 and .44 for educational achievement and .22 and .24 for vocational maturity. (Author)

Crites, J. O. Vocational Development Inventory (VDI): Attitude Scale. Iowa City, Iowa: Measurement Research Center, 1966.

The Vocational Development Inventory (VDI) consists of two subtests--the Competence test and the Attitude test. The Competence tests consist of five parts, each having 30 multiple-choice items: Part I--Problems test, Part II--Planning test, Part III--Occupational Information test, Part IV--Self-Knowledge test and Part V--the Goal-Selection test. The competence test will be standardized in the spring of 1970. The Attitude test of the Vocational Development Inventory (VDI) is a 100-item questionnaire designed to measure the maturity of vocational attitudes in adolescence (grades 5-12). It was designed to elicit the attitudinal or dispositional response tendencies in vocational maturity which are nonintellective in nature, but which may mediate both choice behaviors and choice aptitudes. It consists of two forms of 50 items each. Form I consists of statements about occupational choice and work to which the student indicates agreement or disagreement. Form II consists of statements about occupational choice and work to which the students indicate a "true" or "false" answer, depending upon their agreement or disagreement. (KD)

Related References:

Crites, J. O. The maturity of vocational attitudes in adolescence. Iowa City, Iowa: The University of Iowa, 1969.

Crites, J. O. Measurement of Vocational Maturity in Adolescence: I. Attitude Test of the Vocational Development Inventory. Psychological Monographs General and Applied, 1965, 79 (595), No. 2.

Dayton, C. M. and Uhl, N. P. Relationship between Holland Vocational Inventory scores and performance measures of high school students. University of Maryland, College Park, Maryland, 1966. (ED 010 198).

The purpose of this study was to improve the prediction of a student's performance in a specific high school. Three hypotheses were structured: (1) the greater the congruence between a student vocational preference inventory (VPI) profile and the overall grade level profile, the better is the student's academic achievement and behavior as measured by unexcused absences and disciplinary referrals, (2) the greater the congruence between a student VPI Profile of the curriculum in which he is enrolled, the better is the student's academic achievement and behavior as measured by unexcused absences and disciplinary referrals, and (3) the performance of a student in a classroom is related to the student's VPI profile and to teacher ratings of student classroom behavior. The design involved the collection of population-wide data for six public schools, three located in Maryland, three located in Georgia. Analyses were carried out at three levels chosen to coincide with the grades 10, 11, and 12. In general, correlational and discriminatory statistical techniques were utilized for all data analysis. Results were summarized by hypotheses.

The first hypothesis was supported by the evidence. The second hypothesis evidence was suggestive, but not conclusive. Evidence confirmed the third hypothesis and suggested some of the dynamics underlying reward in the classroom. (RIE)

Dolliver, R. H. Adaptation of the Tyler vocational card sort. Personnel and Guidance Journal, 1967, 45, 916-20.

An assessment method originated by Tyler is modified and extended. Supplementary comments on the administration of the technique are included. Through the sorting of occupational title cards, the method elicits client attitudes and information regarding occupations as well as views that the client holds pertaining to himself. A rationale drawn from Kelly's Personal Construct Theory is described that places the Tyler method within a broader conception of the vocational counseling process. This process involves the identification and clarification of possible motives for choosing occupations, followed by a reduction of the number of motives that the client would attempt to satisfy with his vocational choice. (Author)

Flores, T. R. and Olsen, L. C. Stability and realism of occupational aspiration in eighth and twelfth grade males. Vocational Guidance Quarterly, 1967, 16, 104-12.

Author prepares an investigation of whether or not the Level of Occupational Aspiration (LOA) was realistically and stably formed in eighth grade males. Three groups of males were tested: one group in the eighth, one in eleventh, and one in twelfth grades. A correlation was found between intelligence and LOA. The author discovered: (1) no significant difference between eighth and twelfth grade males in the mean scores and standard deviations of their distributions of scores on a measure of LOA, (2) no significant differences between the two groups on the degree of correlation between scores on the Occupational Aspiration Scale (OAS) and scores on the Otis Quick-Scoring Test of Intelligence, (3) the test-retest correlations on the measure of idealistic LOA was significantly higher on the 0.10 level for eleventh-grade males than it was for twelfth-grade males. (CL)

Gribbons, W. D. and Lohnes, P. R. Career development. Weston, Massachusetts: Regis College, 1966. (ED 010 282).

A longitudinal study was undertaken to achieve the following objectives--(1) test the theory of occupational choice which proposes a process running through a sequence of developmental stages, (2) determine whether there are significant sex differences in career sequences, (3) describe in detail 111 real career patterns over 8 years of development, and seek unifying mathematical and psychological models for them, (4) determine the extent to which career decisions are based upon self-concept and other factors, (5) accomplish a successful multidimensional scaling of

early vocational maturity from interview protocols and naming the resulting scales Readiness for Vocational Planning (RVP), and (6) explore the statistical dependence of numerous criteria of career development on the RVP scales, with the criteria being collected in 3-, 5-, and 7-year followup interviews. Objectives of the study were met. The authors believed that this study of 111 careers in progress, of both sexes, over 8 years should be an asset to guidance counselors and career psychologists. (RIE)

Related References:

Gribbons, W. D. and Lohnes, P. R. Career development. Interim report. Weston, Massachusetts: Regis College, 1968. Washington, D. C. Bureau of Research. (ED 028 490).

Gribbons, W. B. Application of stochastic models in research on career development. Journal of Counseling Psychology, 1966, 13, 402-408.

Gribbons, W. B. and Lohnes, P. R. Predicting five years of development in adolescents from Readiness for Vocational Planning Scales. Journal of Educational Psychology, 1965, 56, 244-253.

Gribbons, W. B. and Lohnes, P. R. Seven-year follow-up validities of Readiness for Vocational Planning Scales. Personnel and Guidance Journal, 1967, 46, 22-26.

Gribbons, W. D. and Lohnes, P. R. Five-year study of students educational aspirations. Vocational Guidance Quarterly, 1966, 15, 66-70.

Guidance programs and their impact on students: a search for relationships between aspects of guidance and selected personal-social variables. Final Report. St. Paul Minnesota: Minnesota State Department of Education, 1968. (ED 023 141).

The major purpose was to begin the search for evidence, almost nonexistent now, of the total impact of guidance programs on the students they serve. The method was to investigate relationships (through intercorrelation) between guidance programs and personal and social variables that are commonly thought to be influenced by guidance efforts, on the assumption that students who have been exposed to varying amounts and levels of guidance should have achieved guidance objectives in varying degrees or members. Some 200 indices were used, in 84 schools, with 1,116 seniors plus school staff, graduates, and dropouts. Factor analysis produced a small number of less redundant scales, and regression analysis indicated the best combination of predictors for such outcomes. Relationships were generally very modest, prompting concern as to the impact of formalized guidance. Counselor personality was by far the most related to outcomes. Student and staff satisfaction as outcome was most related to guidance efforts. Most other outcomes were more related to environmental factors than guidance. Guidance does help some students in some ways. Counselors

should consider more active roles, help change environment to enhance healthy development, develop greater interpersonal sensitivity and skills. Counselor educators, school administrators should support and encourage such roles. (RIE)

Hall Occupational Orientation Inventory. Chicago: Follett Educational Corporation, 1968.

The Hall Occupational Orientation Inventory is a practical guidance instrument for counseling that promotes occupational insight for an individual or a group. It facilitates vocational exploration at high school, junior college, college, and adult levels. The HOOI helps the counselee think about work in meaningful and productive ways. It fosters greater self-knowledge through analysis of the counselees' responses to the Inventory items. The counselee is able to recognize and understand variables that are meaningful for his work motivation and occupational success. As a guidance tool, the HOOI is client-centered. Primary emphasis is placed on self-awareness of the counselee's internal needs rather than on the matching of external interests to occupational groups. The Inventory booklet is a 16-page, self-descriptive booklet containing 345 items. Each item is designed to have a singular and logical relationship to one of the following groups of factors relating to job choice: (1) psychological needs and values; (2) worker traits, skills, abilities; (3) job-content characteristics. These categories represent the three viewpoints from which the counselee considers his possible future work. The Inventory booklet is used with all age groups to which the HOOI is administered. Interpretation of Inventory results, however, varies with the age of the client. Consequently, there are three Interpretive Folders: (1) one for high school youths, (2) one for college students, and (3) one for adults enrolled in Adult Education courses. (LB)

Haller, A. O. and Miller, I. W. The occupational aspiration scale--theory, structure and correlates. East Lansing, Michigan: Michigan State University, Agricultural Experimental Station, 1963. (ED 016 712).

A scale to measure the level of occupational aspiration (LOA) of secondary school students as a predictive tool in future occupational choice is presented and extensively evaluated in this monograph. The occupational aspiration scale is an easily administered instrument which focuses on idealistic and realistic expression levels as well as on short range and long range time goal periods. Empirical data presented shows that the predicted correlations in the LOA concept are borne out 80 percent of the time while predicted noncorrelated are found true 70 percent of the time. Hypotheses about the behavior of LOA include high positive correlations between (1) LOA and subsequent level of occupational achievement, (2) LOA and any measure of success in school, (3) LOA and any personal orientation tending to produce the experience of success, (4) LOA and any personal orientation expressing the willingness to act independently, (5) LOA and the degree to which the social status of the person tends to produce success in occupationally related areas of behavior,

(6) LOA and the success orientations of the group to which the student belongs, and (7) LOA and self-conceptions concerning success or achievement orientation. It is felt that, although more testing of its predictive validity and further safeguards against student faking are required, the occupational aspiration scale is a satisfactory instrument for research on LOA and my be especially useful to vocational counselors. (RIE)

Related Reference:

Miller, I. W. and Haller, A. O. A measure of level of occupational aspiration. Personnel and Guidance Journal, 1964, 42, 448-455.

Halpern, G. Assessment of decision processes. Reprint from the Proceedings, 75th Annual Convention, American Psychological Association, 1967, 361-362.

The Case Development Questionnaire (CDQ) is a paper-and-pencil simulation procedure in which the subject develops a case history and then applies obtained information to a standardized problem. The first version of the CDQ focused on curriculum choice. The subject acts in the role of counselor and with the aid of an Information Matrix containing "cells" of information sources designated as: school record, activities, test, family (opinions of hypothetical client), school personnel (their opinions of client), client (his own opinions of self and what he wants to do), abilities, values, interests, and plans, and a deck of 24 cards, one corresponding to each cell of the information matrix, he sequentially selects information about the client and utilizes this to make a curriculum decision. The subject designates those seven "cells" which he considers most important and the seven he considers least important. The subject chooses one card for viewing, completing one cycle; at the end of seven cycles he is required to use the information received to recommend a curriculum choice, to specify courses within the curriculum and to state his reasons. Scores derived from CDQ include: coverage, choice consistency, efficiency, flexibility, and congruence. These scores, in conjunction with other data on the subject may be used to compare individual students with each other and may be used to compare schools characterized by their guidance programs. They provide insight about (a) information search aspect of decision making, (b) the relationship between search measures and declared decisions and (c) the relationship between these and student and community characteristics. (KD)

Heiner, H. G. A forced-choice procedure for measurement of pupils' attitudes toward major dimensions of work, Report Number 3. Pullman, Washington: Washington State University, 1966. (ED 010 654).

An instrument was developed and pilot tested for measuring occupational attitudes of secondary school students toward component dimensions of nonprofessional-level work involved in office, retail, health service, and construction vocations. The dimensions measured were tools, materials,

nature of tasks, personal relationships, and physical environments. The instrument provided a means of confronting subjects with theoretically "total" work situations and measuring their preferences for "total" situations over reservations they would have about some dimensions. A total of 153 subjects from the seventh, eighth, and ninth grades were used for testing. A reliability measure for the student tests was obtained by using the instrument to interview 20 adults with several years of work experience. Test results indicated the instrument's potential counseling suitability for help students better analyze and understand their occupational interests. The authors suggested that the instrument might also be useful in determining the ways which vocational attitudes of individuals and groups are influenced by socioeconomic status, age, and sex differences. Plans for further validation and standardization were recommended. This volume represents part 3 of the 13-part final report on the Vocational-Technical Education Research and Development Project of Washington State University. Related volumes are ED 010 652 through ED 010 664. (RIE)

Heltzel, F. B. Motives influencing needs to achieve in vocational education. Cornell University, Ithaca, New York, 1966. (ED 010 295).

This research sought to measure motivation underlying achievement-oriented behavior at the secondary level. Specifically of students in vocational programs. Parallel instruments of 42 items were constructed to measure motive for striving, based on Maslow's hierarchy of need for security, belongingness, esteem, and self-actualization. Strength of each motive was measured according to Krathwhol's taxonomic levels of responding, valuing, organizing values, and characterizing by a value. Pretesting showed that administering a test of 42 items was impractical. A 20-item test resulted from elimination of the Maslow categories from the lower levels of Krathwhol's scale. Experimentation was designed to provide a validation of the instrument by creating different motivation levels through manipulating such specific variables as (1) performance score, (2) self-concept, and (3) task relevance. Motor and cognitive task situations, involving different levels of these variables, were devised as the setting for motivation arousal. Results of the pretesting of the arousal instrument and the experiment were listed. (RIE)

Hershenson, D. B. Occupational Plans Questionnaire. Illinois Institute of Technology, 1964.

This instrument measures the degree to which an adolescent perceives himself as fitting into the occupational role he has chosen as his goal. It consists of a 23 item, multiple-choice questionnaire. designed to touch two broad areas: (1) the respondent's perception of the relevance of his chosen occupation to his hierarchies of abilities, interests and values, and (2) his conception of the place of this occupation within his past, present and future life-styles. The included items may be subcategorized as: committment to his stated occupational choice (5 items); consistency of the occupation with his perceived abilities; experience

relevant to that occupation (5 items); values and interests (5 items); anticipated potential in the occupation (2 items); alternative choices (3 items); the significance of the occupational role in the respondent's life (2 items). (KD)

Hewer, V. H. Evaluation of a criterion: Realism of vocational choice. Journal of Counseling Psychology, 1966, 13, 289-94.

7 to 8 years following counseling, 80 former students responded to a questionnaire to determine the relationship between their current employment status and vocational choices made during counseling. The purpose was to explore the validity of realism of vocational choice as a criterion for counseling by comparing choices with ultimate employment. Experts, making judgements on the realism of these choices at the completion of counseling, did not agree. Because the majority of the respondents found employment related to their choices, realism of vocational choice was judged to be a meaningful criterion of vocational counseling. Judgement by experts was found to be a poor substitute for follow-up in determining realism of choice. (Author)

Holland, J. L. and others. An empirical occupational classification derived from a theory of personality and intended for practice and research. Iowa City, Iowa: American College Testing Program, Research and Development Division, 1969. (ED 031 194).

This report deals with the origin, development, verification, and revision of an occupational classification. John L. Holland ("The Psychology of Vocational Choice," 1966) proposed an a priori occupational classification of six categories: realistic, intellectual, artistic, social, enterprising, and conventional. These classes were defined in terms of the six Vocational Preference Inventory (VPI) scales having the same names. Holland calculated a profile of VPI means for four-year college students with specified occupational plans. An occupation's coded profile defined an occupation's place in the classification. In developing this revised classification, 20,313 two-year college students were added to Holland's sample of four-year college students; data for some employed adults were also included. In contrast to Holland's classification, in which the arrangements of subgroups within a major class had no special meaning, here the major classes and subclasses were arranged according to a hexagonal model that indicated inter- and intra-class relationships. Student occupational aspirations were arranged within the model according to their psychological relatedness. The classification has potential applications for vocational guidance, industrial personnel work, and for research in education, psychology, and sociology. (RIE)

Holland, J. L. and Lutz, S. Predicting a student's vocational choice. Iowa City, Iowa: American College Testing Program, 1967. (ED 012 941).

The predictive validity of a student's expressed vocational choice was

compared with the predictive validity of his scores on a vocational preference inventory. The data for the study was furnished by two American college surveys. Students from two nationwide samples of 28 colleges were polled for their vocational choices and were given the sixth revision of the vocational preference inventory. Eight months or a year later, they were polled again for the vocational choices. Vocational choices were categorized according to a six category classification scheme which coded 99 vocations into these classes--realistic, intellectual, social, conventional, enterprising, and artistic. Results indicate that asking the student about his vocational choices or asking him about his vocational intentions and role are almost twice as efficient as the vocational preference inventory in predicting vocational choice. The study suggests that interest inventories should be used with greater discrimination. (RIE)

Hunt, R. A. Self and other semantic concepts in relation to choice of a vocation. Journal of Applied Psychology, 1967, 51, 242-6.

Criterion groups (engineers, managers, ministers, teachers) composed of 258 professional men judged 16 self, other, and vocational concepts on 25 semantic differential scales. Concept interrelationships were measured with a modified, normalized D scores. A multiple-discriminant analysis produced three significant functions (each p less than .001) between the criterion groups. In a cross-validation group of male undergraduates, semantic differential profiles correctly classified 70 of 139 Ss according to Kuder Occupational Interest Inventory (OII) scores and 83 of 125 of these Ss according to first choice of vocation. Complex, real-life decisions can be predicted from individual patterns of self- and other concepts. Results support assumptions about the self-concept in the theories of Rogers and Super. (Author)

Kohlan, Richard G. Relationships between inventoried interests and inventoried needs. Personnel and Guidance Journal, 1968, 46, 592-598.

The primary purpose of this study was to investigate the relationship of interests, as defined by the Strong Vocational Interest Blank (SVIB) scales, to psychological needs, as defined by the Minnesota Importance Questionnaire (MIQ) and the Edwards Personal Preference Schedule (EPPS) scales. The three instruments were administered to a group of 279 University of Minnesota male student volunteers. A correlational analysis disclosed about one-third of the relationships between the SVIB and the two needs measures significant at the .01 level. Of the MIQ scales, Advancement, Authority, Security, Social Service, Social Status, and Working Conditions were most often related to the SVIB; while of the EPPS scales, Dominance clearly had the most numerous and the highest relationships with SVIB groups, and Order, Exhibition, Autonomy, Abasement, and Endurance also had some relationships. Although relatively low in magnitude, the results of this study tend to support five previously identified occupationally related personality need dimensions. (Author)

Kuvlesky, W. P. and Ohlendorf, G. W. A bibliography of literature on status projections of youth. I, Occupational aspirations and expectations. Departmental Information Report No. 67-10. College Station, Texas A and M University, 1967. (ED 020 380).

One of a series intended to serve as comprehensive listing of the literature from diverse publications, disciplines, and agencies, on the status projections (aspirations and expectations) of youth, this report lists 621 citations arranged alphabetically by author udner journal articles, bulletins, reports, and unpublished material publication dates range from approximately 1938 to 1967. Nineteen citations on the relationship of occupational orientation to subjsequent behavior, with publication dates from 1937 to 1967, are included in a separate listing. Researchers in the problem area of status projections of youth may use the bibliography as a guide to sources of information for planning and interpreting studies. Bibliographies on educational aspirations (VT 004 754) and residence, income, and family orientation (VT 004 755) are available. (RIE)

Lail, S. S. Developmental task achievement of disadvantaged adolescents. High School Journal, 1968, 52, 89-97.

This study indicates that disadvantaged adolescents do differ from middle class adolescents in developmental task achievement and that this may well have a close relationship with the problem of the dropout. The study was limited to 240 boys and girls and was primarily concerned with the perceptions held by boys and girls in the above grades related to growth in achiveing five developmental tasks. Data for this study were limited to individual interviews with each subject. The major hypothesis investigated was that there is a difference in developmental task achievements between middle and lower class students within grade levels. (CL)

Marr, E. Some behaviors and attitudes relating to vocational choice. Journal of Counseling Psychology, 1965, 12, 404-8.

Questionnaire and interview data were used to study the way that 129 young men had made their vocational choices. Compared to those who had not made a choice more subjects who had made a choice were accepting of a father or father substitute ($p<.001$). Having made a choice was not related to parent's occupational level, self-regard, variability in self-rating or intelligence. Of those who had made a choice, early deciders were more self-directing ($p<.05$), and more desirous of continuing in their occupation ($p<.001$). Definitely non-self-directing subjects and those who were ambivalent or lukewarm about their occupations had lower self-regard scores than the others ($p<.05$, $p<.05$). Self-direction in choice and time of decision were not related to acceptance of father, nor to parent's occupational level. (Author)

McCall, J. N. Trends in the measurement of vocational interest. Review of Educational Research, 1965, 35 (1), 53-62.

The author reviews past trends in measuring vocational interests, the most widely accepted being the inventory approach. Perhaps the most important developments of this review period were (a) the culmination of Clark's (1961) work with skilled-trade interests and (b) revisions in the SVIB. Purely psychometric matters such as item selection and weighting were handled most expertly, and the problem of coping with irrelevant response was given careful consideration. Much remains to be done if one is to link interest scores to motivation, learning, or personality variables, Simply correlating current measures of interest with measures of what is inferred to be motivation or with other variables is an easy but often fruitless gesture. One can hardly expect to clarify the meaning of one construct by relating it to a second construct which is not adequately understood. More effort should be put into experiments in which learning or motivation processes are better controlled. Conditions to date still indicate that psychologists know much better how to apply the mechanics of psychometrics to the construction of interest tests than how to explain what they measure. (Author)

McSherry, J. P. and O'Hara, R. P. The Test of Occupational Knowledge. Harvard Graduate School of Education, 1966.

This test attempts to find out what people know about occupations. It is a 150-item, multiple-choice test, divided into two parts. The first part deals with General Occupational Information and includes the areas of: (1) professional, technical, and managerial work; (2) clerical and sales work; (3) service work; (4) agriculture, marine and forestry; and (5) mechanical and manual work. In the second part entitled Specific Occupational Information, the person answers only in relation to the job he has indicated he will someday enter. Test items deal with job description, training, salary expectations, advancement, availability and demand, and relationship to other areas of work. Inquiries concerning this test should be sent directly to the authors. (KD)

Nugent, F. A. Relationship of Kuder Preference Record verification scores to adjustment implications for vocational development theory. Journal of Applied Psychology, 1968, 52, 429-31.

High school males with inappropriately low Verification (V) scores on the Kuder Vocational Preference Record (KPR) were compared to high school males with acceptable V scores on the California Psychological Inventory (CPI) to investigate whether personal conflicts might be contributing to low V scores. Intellectual capacity and testing conditions were controlled. Incorrectly marked or incomplete inventories were eliminated. The final N was 256 boys with acceptable V scores and 83 with inappropriate ones. Students with acceptable V scores showed significantly higher mean scores on 15 of the 18 CPI scales. Thus, the V score might be considered 1 index of personal and social maturity. Assumptions that vocational choice is

an integral part of total personality development and that vocational maturity relates to total maturity received some support. (Author)

O'Dowd, D. D. and Beardslee, D. C. Development and consistency of student images of occupations. Michigan State University, Oakland University, 1967. (ED 028 307).

This study of the images of occupations is based on the assumption that the world of work is of primary importance to young people choosing a career. Data were collected by use of the occupations questionnaire which was designed so that a respondent was asked to rate each of 15 occupations, on 34 two-ended, seven-point rating scales. The target population was students involved directly in college education, and the verbal system is that associated with the titles of major high-level professions and occupations. The marked agreement between all groups of subjects indicated that all college and university students in the United States share in one main system of beliefs about the higher level occupational world, and that the images are formed in early pre-high school years. Detailed analyses and charts support the many specific hypotheses and explorations. (RIE)

Ohio Vocational Interest Survey. New York: Harcourt, Brace, and World, 1968.

OVIS is a new interest inventory designed to assist students in grades eight through twelve with their educational and vocational plans. With its Data-People-Things approach to occupational counseling, OVIS is ideally suited for group and individual exploration of the world of work. In order to enhance interpretations of a student's measured interests, OVIS combines an information questionnaire with the interest inventory. The results of the questionnaire provide the student and his counselor with valuable background data for interpreting the interest scores. In addition, a schoolwide summary of the questionnaire furnishes useful information for planning guidance services and curriculum changes. The interest inventory profiles a student's interests along 24 scales. These scales represent the entire spectrum of occupations as defined in the 1965 edition of the Dictionary of Occupational Titles. Thus, the interest scores can be interpreted in terms of actual jobs that a student may wish to investigate. (LB)

Related References:

D'Costa, A. G. The role of interests and interest measurement in guidance. Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30 - April 3, 1969. (ED 033 391).

D'Costa, A. G. The development of a vocational interest survey using the Data-People-Things model of work. Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30 -

April 3, 1969. (ED 033 385).

D'Costa, A. G. The development of the Ohio Vocational Interest Survey. Paper presented at the National Conference of the American Vocational Association at Dallas, Texas, December, 1968. (ED 031 715).

Winefordner, D. W. Orienting students to the world of work using the Data-People-Things Conceptual Framework and the Ohio Vocational Interest Survey. Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, April 1, 1969. (ED 029 343).

D'Costa, A. G. and Winefordner, D. W. Cubistic model of vocational interests: OVIS. Vocational Guidance Quarterly, 1969, 14, 242-9.

Winefordner, D. W. Interest measurement in vocational decision making: the use of the Ohio Vocational Interest Survey. American Vocational Journal, 1969, 44, 56-57.

Olsen, L. C. and Venema, W. H. Development of a projective technique for obtaining educationally useful information indicating pupils' attitudes toward work and occupational plans. Report No. 21. Pullman, Washington: Washington State University, 1968. (ED 022 960).

The purpose of this study was to develop a projective technique which would (1) identify youths' attitudes toward certain distributive, construction, service, and agricultural occupational aspirations. Interviews were conducted with 88 Caucasian and Negro Job Corps enrollees and 91 Caucasian and Negro ninth grade pupils using 10 drawings representing work typical of the occupations. Results indicated the nature of subjects' occupational preferences and ways these are influenced by factors such as socioeconomic status and self concepts. Practically all subjects aspired to occupational levels higher than the occupations of their parents. Perceptions of parental feelings only slightly affected the occupational interests of the subjects. Most subjects seemed to view work largely from a basic need level--food, shelter, clothing, etc.--with relatively little concern for satisfying higher needs. Few subjects expressed concern about abilities and aptitudes necessary for adequate occupational choice making decisions. Further research might focus on modifying this technique for use with groups. (RIE)

Olsen, L. Development and standardization of a projective occupational attitudes test. Pullman, Washington: Washington State University, 1966. (ED 010 653).

To help noncollege-bound youth make satisfactory occupational decisions, a projective occupational attitude test was developed. The instrument consisted of 10 drawings depicting scenes of unskilled and semiskilled male occupations. The scenes protrayed arts, tools, materials, working environments, and interpersonal relationships. The instrument was used for interviews with 400 youths, 12 to 18 years of age, including junior

and senior high school enrollees, dropouts, and youths enrolled in neighborhood youth corps. The interviewer showed each drawing to the students and asked them to respond. Interview data were analyzed and a followup interview was to be conducted two years later when the students would be employed. The instrument appeared to provide a reliable and functional index of occupational attitudes, but the preliminary testing was carred out with only a limited sample of selected persons. Further work essential for validation and standardization was in progress at the time of reporting. This volume represents part 2 of the 13-part final report on the Vocational-Technical Education Research and Development Project of Washington State University. Related volumes are ED 010 652 through ED 010 664. (RIE)

Osipow, S. H. Cognitive styles and educational-vocational preferences and selection. Journal of Counseling Psychology, 1969, 16, 534-46.

This study was designed to test the general hypothesis that individuals selecting vocationally distinctive educational pathways exhibit different cognitive styles, and that cognitive styles are related to the ease and nature of vocational decision making. Three hundred twenty-eight female students representing the fields of nursing, special education, home economics, and dental hygiene, as well as an undecided group, and 37 males in pharmacy and fisheries technology were given the Vocational Preference Inventory (VPI) and several measures of cognitive style. Several differences in cognitive style were observed; these differences were to some degree associated with other personality differences. No differences were observed regarding cognitive style variations and VPI high-point codes or ease of vocational selection. (Author)

Osipow, S. H. and Adlerfer, R. D. The effects of a vocationally oriented speech course on the vocational planning behavior of high school students. Personnel and Guidance Journal, 1968, 47, 244-248.

A sample of 407 tenth, eleventh, and twelfth grade students took a speech course oriented toward assignments concerning career development and decisions. The vocational attitudes and behaviors of the students at the completion of the course were compared with those they reported when the course began. The most significant finding was that both male and female students reported engaging in more frequent informal discussions about career development following the course than they had preceding it. In addition, the girls expressed more certainty about their educational plans at the conclusion of the course than at its outset and had lowered their expected life earnings. The girls also scored higher than the boys on the Vocational Maturity Scale of the Vocational Development Inventory both before and after the experiment. (Author)

Osipow, S. H. and Ashby, J. D. Vocational preference inventory high point codes and educational preferences. Personnel and Guidance Journal, 1968, 47, 126-129.

This study reports normative data describing the combinations of various VPI high point codes associated with educational preferences classified into one of six of Holland's occupational environments and an undecided category. Eight hundred thirty-one male and 129 female college freshmen were queried regarding their educational preferences and were administered the VPI directly prior to college enrollment. The comparisons between preferences and VPI combinations revealed that Intellectual and Realistic, Social and Enterprising, Conventional and Enterprising, and Social and Artistic, seem to go together frequently for male students. The female sample revealed that Social and Artistic VPI codes were common. (Author)

Perrone, P. A. Values and occupational preferences of junior high school girls. Personnel and Guidance Journal, 1965, 44, 253-257.

196 seventh and eighth grade girls and their parents were administered a value-orientation (VO) instrument. Measures of fathers' occupational level, girls' intelligence, school achievement, number of indicated problems (Mooney), and both vocational and training aspiration levels were obtained. Parents and daughters agreed that a good income and a secure future were important, and that being helpful to others, working with things, and being free from supervision were unimportant. More-intelligent, higher-achieving girls with fewer problems wanted to pursue a vocational goal bringing intrinsic satisfaction and viewed higher education as incompatible with this goal. Conversely, less-intelligent, low-achieving girls were less concerned with self-expression and aspired to educational goals which appeared unrealistic in light of their educational potential. (Author)

Phillips, L. W. Occupational choice and vocational interests. Journal of Educational Research, 1968, 61, 355-9.

The study concerns the problem of why certain high school boys make tentative occupational choices which are more congruent with their inventoried vocational interests than do other boys. A sample of eighty-seven eleventh-grade boys was divided between a group with interests which were congruent with their occupational choice and a group with interests incongruent with their occupational choice. If the congruent group were found to be higher than the incongruent group in terms of selected variables (e.g., knowledge of one's interests) the variables were considered a likely source of occupational choice-interests congruency. Results suggested the following are possible sources of occupational choice-interest congruency: (1) knowledge of one's vocational interests, (2) use of school as one's main source of occupational information, (3) deliberate orientation toward decisions regarding social phenomena, and (4) continuity between the socialization of upper-middle-class children by their family and by society. Results showed no association between apparent crystallization of occupational choice and occupational choice-vocational interests congruency. (Author)

Reichman, W. Variables associated with vocational maturity. Washington, D. C.: American Personnel and Guidance Association, 1966. (ED 012 496).

Evidence about the construct validity of presumed vocational maturity factor scores was obtained by studying the relationship between factors of vocational maturity and a group of concurrent variables deemed relevant to vocational maturity. These variables were classified into five groups--family socioeconomic status, ability and achievement, vocational aspiration, participation, and description. Scores on each variable were obtained for the same 103 boys in both the ninth and 12th grades. Scores were correlated at each of the grade levels with some variables treated as continuous measures and others dichotomized. Coefficients of correlation with the scores on each variable. A general discussion of the results is provided. "Occupational Information--Training and Education Requirements" appears as an adequate measure for ninth and 12th grades. "Consideration of Occupational Alternatives and Contingencies" appears as an adequate 12th grade measure. Tables contain variable measure information and correlation data. This paper was presented to session 177 of the American Personnel and Guidance Association Convention (Washington, D. C., April 5, 1966). (RIE)

Resident Student Blank--Form B. Kenneth B. Hoyt, 1963.

The Specialty Oriented Student Research Program, State University of Iowa, directed by Kenneth B. Hoyt, states its purpose is to study the specialty oriented student--his characteristics, his educational-vocational opportunities, and his educational-vocational experiences to obtain new knowledge concerning this student, and to disseminate such knowledge to those in positions of assistance to this student. The Specialty Oriented Student is defined as one whose motivations toward educational achievement are built largely around a desire to acquire a specific occupational skill or set of skills. He may be described as expressing relatively more interest in being "trained" than in being "educated". The Resident Student Blank, Form B, is a 79-item questionnaire designed to identify the student, give background information, assess his information about his present school, his employment background, the relatedness of his jobs to his present training plans, and to give his evaluation of his teachers in his present school. (KD)

Related Reference:

Hoyt, K. B. The Specialty oriented student. Vocational Guidance Quarterly, 1963, 193-197.

Robinson, J. P., Athanasiou, R. and Head, K. B. Measures of occupational attitudes and occupational characteristics. Ann Arbor, Michigan: University of Michigan, Institute for Social Research, February 1969.

This volume has collected and evaluated 77 instruments for the measurement of occupational attitudes. Among the numerous areas treated are chapters dealing with the historical perspective of occupational measures, measures of general job satisfaction, and measures of specific aspects of job satisfaction. Also dealt with from a unique viewpoint are measures related to job satisfaction, including measures dealing with: the meaning of work, alienation from work, worker motivation, role conflicts, occupational values, and leadership styles. (Author)

Ryan, D. W. and Gaier, E. L. Interest inventories and the developmental framework. Personnel and Guidance Journal, 1967, 46, 37-41.

Interest inventories are of greatest usefulness for educational and vocational planning when the counselor is satisfied that the student is "ready" to indicate his interests. Since interests develop over time as the adolescent broadens his experiences, counselors are cautioned that more individual counseling is often necessary before interest inventories can be used as the basis of career decision-making. Viewed from this developmental point of view, interest inventories are examined as they are affected by the subject's age, social class, ego-strength, shift in major field, and ability. Judicious counseling could provide experiences to assist in raising career goals. (Author)

Sage, E. H. Developmental level and vocational interests (SVIB). New York: Rochester University. (ED 020 543).

Developmental tasks of implementing a vocational role in late adolescence were unrelated to a developmental scale (DS) for college freshman (N 107 males). The developmental tasks correlated significantly with some Jackson Personality Research Form Needs (PRF)--(1) interest patterning correlated with understanding (.31) and affiliation (-.22), whereas (2) interest congruence, and educational plan agreeing with interests, correlated also with understanding (.34) and affiliation (-.35), and additionally with exhibition (-.21), play (-.32), interest patterning (.31), clarity of interests (.23), plus college entrance examination boards-verbal (.22). Some support was found for DS correlated significantly with Minnesota Multiphasic Personality Inventory ego-strength (-.57), aggression (.38), affiliation (-.23), sentience (.32), and social desirability (0.38), but not with interest development. (RIE)

Schissel, R. F. Development of a career-orientation scale for women. Journal of Counseling Psychology, 1968, 15 (3), 257-262.

The present study developed a Career-Orientation Scale (COS) that discriminates between career- and non-career-oriented women on the basis of interests. Criterion groups consisted of 400 female Ss, 200 employed and 200 not employed. Item analysis was applied to Ss' responses to the SVIB, Form M. Scores on the three scoring keys employed revealed that the two criterion groups were differentiated on all keys. On the basis of economy

the key with the fewest number of items was chosen as the best. The highest r's between the COS and SVIB were obtained on the M-F and Production Manager Scales. Results warrant the conclusion that women can be ordered along a continuum of career orientations on the basis of interests. (Author)

Schuh, A. J. Use of the semantic differential in a test of Super's vocational adjustment theory. Journal of Applied Psychology, 1966, 50, 516-22.

Three hypotheses derived from the theory that vocational adjustment is dependent upon implementation of the self-concept were tested: (a) the same dimensions of meaning are attributable to the self- and job-related concepts, (b) Ss will rate the concepts in the same way across the dimensions, (c) the self-concept is stable over time. 89 June graduating seniors from the University of California, Berkeley, were used as Ss for establishing the semantic structure of the Myself concept. This structure was then compared to the concepts Myself, My Job, and Employer, administered after Ss were employed. 40 January graduating seniors were used for cross-validation. Hypotheses a and b were partially rejected. Hypothesis c was accepted at the .01 level. The theory that job satisfaction and life adjustment are due to a general evaluative personality disposition is offered as a substitute for the congruency theory. (Author)

Stoker, H. W. and others. A comparison of scores obtained through normal and visual administrations of the occupational interest inventory. (ED 015 837).

The relationships between criterion measures and sets of rankings of occupational groups were studied. The major purpose of the study was to determine a feasible method of administering tests and inventories by television. Because of expense and technical difficulties, data were collected in a Florida high school. The students were administered the Occupational Interest Inventory (OII), advanced form, under normal administration conditions and under two experimental conditions which involved administering the OII by projecting each of its items on a 3' X 5' screen one at a time. The item exposure time on one experimental administration was equal to the time alloted for the OII when administered under normal conditions, divided by the total number of items. The item exposure time on the other experimental administration was two-thirds that of the former, and it was regarded as the paced administration. In addition, subjects were asked to complete a criterion scale which involved their ranking, according to preference, the occupations for which scores were obtained on the OII. The data revealed that the criterion measure was relatively valid. An analysis of the data supported tne belief that vocational interest inventories such as the OII yield similar sets of rankings when items are administered by projecting them on a screen and when they are presented in booklet form. (RIE)

Super, D. E. and others. Floundering and trial after high school. Horace Mann-Lincoln Institute of School Experimentation; Career Pattern Study: Monograph IV. New York: Columbia University, Teachers College, 1967. (ED 032 646).

This monograph reports a ten year followup study of approximately 200 junior high school boys to determine their transition from school to college and to work. The purpose of this monograph is to describe their careers and to analyze the possible determinants of their careers. All living subjects were located and 94 percent were contacted in person with coordinated interviews, questionnaires, and tests to bring the information about their family, educational, military, and work histories up-to-date. Predictor variables in this study consist of standard measures of intelligence, parental occupational level, school achievement and participation, community participation, peer acceptance, and level of vocational aspiration. In addition, measures were taken to assess readiness for vocational planning. Criterion variables consist of measures of career and of occupational success or satisfaction, including vocational coping behaviors and measures of career development and occupational status up to or at age 25. (RIE)

Super, D. E. Work Values Inventory. Boston: Houghton Mifflin, 1969.

The Work Values Inventory is a product of intensive investigation into the identification and measurement of values shown by earlier job satisfaction research to be of particular importance in determining an individual's satisfaction and success in his vocation. The inventory includes not only some of the more commonly measured intellectual and social values (altruism, aesthetics, intellectual stimulation) but also some that are not commonly included in existing instruments. This brief but reliable instrument may be used in academic or vocational guidance for students in junior and senior high school. It is designed to provide guidance counselors, teachers, and administrators with profiles of values which can be useful in understanding and counseling students in their choice of occupations and in their selection of courses to prepare them for these occupations. The inventory is easy to administer and is suitable for use with either sex. Separate norms, by sex, are provided for the junior and senior high school grades. Though there is no time limit, most subjects require no more than ten to fifteen minutes of working time. Each subject is asked to rate 45 statements having to do with work values, and it is from these weighted ratings that the strength of each value for him is determined. (LB)

The implications of vocational development on high school level vocational-technical education. Final Report. Harrisburg, Pennsylvania: Pennsylvania State Department of Public Instruction, 1968. (ED 031 582).

The study addresses the problems of: (1) how vocational-technical students arrive at their curricular and vocational choices, (2) how the

vocational-technical experience that is offered in a vocational-technical school influences various aspects of the students vocational development, and (3) the curricular implications of these findings. A series of exploratory studies, using student interviews, questionnaires, and Crites' Vocational Development Inventory (1965) which was administered to a total of 1,285 eighth grade boys and girls and 1,294 ninth grade boys and girls, indicated that the vocational readiness of vocational-technical students was questionable. The study then conducted a series of investigations with high school freshmen, sophomores, juniors and seniors and focused on choice-related attitudinal changes, work values, changes in vocational preference, achievement, and the relative effectiveness of the General Aptitude Test Battery at the ninth grade level. Proposed curricular revisions recommended broad exploratory opportunities in junior high school, narrowed exploration in the first year cluster program and specialized preparation during remaining high school and post-high school years. (RIE)

The Work Adjustment Project: University of Minnesota. Research Director, David J. Weiss.

The Minnesota Studies in Vocational Rehabilitation, better known as the Work Adjustment Project, are a continuing series of research studies being conducted on the general problem of adjustment to work. Specifically, they focus on the work adjustment problems relevent to vocational rehabilitation services. Begun in 1957, they have two objectives: (1) the development of diagnostic tools for assessing the work adjustment "potential" of applicants for vocational rehabilitation, and (2) the evaluation of work adjustment outcomes. The Work Adjustment Project is working to improve measures of vocational abilities and needs, with the aim of giving counselors better tools for evaluating the work personalities of vocational rehabilitation applicants. Methods of describing ability requirements and reinforcer systems in work environments are being developed. They also are testing, developing, and modifying the Theory of Work Adjustment and its implications for a psychology of disability viewed in Work Adjustment terms. Instruments developed by the project include: The Minnesota Importance Questionnaire (MIQ), the Minnesota Satisfaction Questionnaire (MSQ), the Minnesota Satisfactoriness Scales (MSS), and the Minnesota Job Description Questionnaire (MJDQ). Research reports of the Work Adjustment Project and monographs from the Minnesota Studies in Vocational Rehabilitation are available upon request from Work Adjustment Project, 447 B. A Building, University of Minnesota, Minneapolis, Minnesota 55455. (KD)

Westbrook, B. W. and Clary, J. R. The construction and validation of a measure of vocational maturity. Raleigh, North Carolina: North Carolina University, 1967. (ED 018 837).

This report deals with the organization, rationale, methods and expected end-products of a research project (scheduled for completion on June 23, 1970) for the construction and validation of a reliable vocational maturity

measure (VMM). The project's eight phases and activities are explained. The project assumes--(1) the individual and society as a whole suffer from unwise educational and vocational choices, (2) these choices are related to vocational maturity, and (3) a need exists for better measures of vocational maturity. The project staff will administer, to representative samples of Southern public school pupils in grades 8 - 12, three tests--(1) the tryout form of the VMM, (2) the preliminary form, and (3) the final form. After all the data is analyzed, a final report will give an account of the project and will include the VMM, an administrator's manual, and a technical manual of normative data for the VMM. It is expected that the VMM will aid in--(1) evaluating educational programs which include vocational exploration as a major component, (2) increasing understanding of the construct of vocational maturity, (3) identifying pupils who need special assistance in vocational development, and (4) evaluating programs designed to provide students with vocational exploratory experiences. (RIE)

Related References:

Westbrook, B. W., Clary, J. R. and Sellers, J. R. Item specifications for measuring vocational maturity. Working paper No. 1, May 1967.

Westbrook, B. W. A review of the vocational maturity indices of the career pattern study. Working paper No. 2, December 1967.

Clary, J. R. A critical analysis of John O. Crites' Vocational Development Inventory. Working paper No. 3, November 1967.

Westbrook, B. W. and Evans, R. C. A review of Gribbon's Readiness for Vocational Planning Scales. Working paper No. 4, February 1968.

Zytowski, D. G. Relationships of equivalent scales on three interest inventories. Personnel and Guidance Journal, 47, 44-49.

Correlations between 52 same and similarly named scales of the SVIB and OIS, 14 pairs of the OIS and MVII, and 3 of the SVIB and MVII were computed from scores obtained from 224 male college students. The median r's for each pairing of inventories were .25, .19, and .04 respectively. The results are interpreted to mean that predictions of a similarly named scale from one inventory to another would be unreliable, but as not reflecting any necessary lack of validity to external criterion. Suggestions are made for experiments to identify the source of the lacking co-variance. (Author)

Chapter VII

APPROACHES FOR PROVIDING OCCUPATIONAL INFORMATION AND ORIENTATION

Bank, I. M. Children explore careerland through vocational role-models. Vocational Guidance Quarterly, 1969, 17, 284-289.

In observation of National Guidance Week, 1967, vocational role-models were invited to come to Stephens Elementary School in Detroit. At each grade level through the developmental organization of the curriculum, students were exposed to several jobs that comprised distinct job families. To re-create the actual conditions of their particular working environment, vocational role-models came to school dressed in "on-the-job" working clothes and brought vocational symbols characteristic of their particular job. A school wide program of utilizing vocational role models can serve as a stimulus whereby elementary school students can learn about nine different types of job families which correspond to developmental curriculum areas. Such a program can be seen as a means of involving students, teachers, parents, and community in helping to vitalize career information provided for students in elementary school. The provision of vocational role models drawn from the community can make it possible for students to broaden their perception in a meaningful, realistic, and personalized fashion. (JB)

Barbarash, B. Developing a community vocational resource directory. Vocational Guidance Quarterly, 1966, 14, 179.

The Guidance Department of the Paramus Public Schools, Paramus, New Jersey undertook a project to establish a Vocational Resource Directory for the Paramus community. The Directory provides a listing of local and nearby residents who are qualified to counsel Paramus youth of high school age in exploring, selecting, and pursuing a vocation. The Directory is distributed to appropriate personnel in the community with whom the youth might discuss their vocational plans and careers. Appointments with the resource person are made by the professional worker, not directly by the student, in order to ensure that the volunteer resource person speaks only to students interested in the occupation. In this way the Directory is used to supplement the vocational guidance program; it does not take its place. (JB)

Brumfield, S. H. and Alcorn, J. D. Occupational monograph as a classroom experience. Improving College and University Teaching, 1968, 16, 258-9.

Suggests that the college teacher have his students prepare an occupational monograph. This assignment should encourage the student to reassess himself relative to information he discovers. The student is thereby exposed to a highly personal and active kind of learning. It places the student in a reality-testing situation and he learns to use a variety of resources. This assignment should help the student to develop better writing skills and help the teacher see who needs more guidance. (CL)

Bureau of Occupational Education Research. A demonstration system of occupational information for career guidance. Final report. Albany: State University of New York, 1968. (ED 024 838).

The purpose of this project was to test the effectiveness of a cooperative arrangement between the New York State Education Department and the New York State Employment Service, undertaken to produce and disseminate up-to-date information about local entry occupations for use in the career guidance of students. In a sampling of high schools and two-year colleges in Nassau and Suffolk counties of the New York metropolitan area, four page descriptions of 200 entry occupations were prepared in two forms: (1) a looseleaf binder and (2) a deck of microfilm aperature cards. Three comprehensive high schools, three academic high schools, three area vocational technical programs, and three two-year colleges were supplied with the 200 occupational guides. Of the students who use the guides, 92 percent said they would recommend the guides to other students; 75 percent wanted to keep copies of the guides they had read. In proportion to enrollment, students in area vocational technical educational programs made twice as much use of the guides as did the students in either academic or comprehensive high schools, and 13 times as much as students in two-year colleges. (RIE)

Campbell, G. C. The organization, development and implementation of an occupational information service program in the high school. Frankfort: Kentucky State Department of Education, 1965. (ED 010 695).

Occupational information service in guidance focuses on the differing needs of high school students for knowledge of occupations. Occupational information is defined as accurate, up-to-date treatment and interpretation of data important to the process of occupational selection, preparation, placement, and adjustment. To meet the need for such information, a well-organized occupational information service should be planned and implemented and become an integral part of the school curriculum. Organization of the collection of material as a whole, in terms of worth, frequency of items, and coverage and authenticity should be the guiding principles rather than mere accumulation. This presentation sets forth an information service for students as well as suggesting sources and criteria for evaluation of information. It was recommended that needs of users are best served by material organized and filed according to interest and ability areas. An outline for preparation of occupational information and suggested methods and teaching aids to help students utilize it is included. (RIE)

Circle, D. F. and others. The career information service. A guide to its development and use. West Newton, Massachusetts: Newton Public Schools, 1968. (ED 021 300).

This volume emerges from three collaborative projects developed in the Newton, Massachusetts public schools. The Career Information Project attempted to develop improved procedures for acquiring, processing, and disseminating career information. The Follow-Up Program designed and implemented a system for conducting comprehensive follow-up studies of Newton students. A third project developed a job placement service for Newton secondary-school students. Because of the strong interrelationships of these three projects, in 1967-1968, they were coordinated in a single Career Resource Center. This document provides theoretical background for the service, describes briefly the projects as developed in Newton, and presents guidelines for the development of similar services in other school systems. A major bibliographic index of materials assembled and used in the Career Resource Center is also included. (RIE)

Cook, H. E. Formulation of models for preparing occupational materials for pupils from various socioeconomic levels in grades three through eight. Atlanta, Georgia: Atlanta Public Schools.

This center publishes bibliographies, reports, and books. Develops and telecasts TV series, COUNTDOWN TO THE 70's; prepares posters and slide presentation "The Law in Your Life; and accompanying audio tapes. Provides these services: bibliography compilation, preparation of reviews of research and development material, direct loan, and consultations. Free limited quantities of bibliographies, reports and other materials. People at Work and Other Poems available at cost ($1.10 plus postage) in limited quantities to other than project schools and Atlanta Public School libraries which receive it free. Audiotapes available on direct loan at cost of postage. (LB)

DiMinico, G. You and Work: An instructional system for children in elementary school. American Vocational Journal, 1969, 44 (9), 22-23, 29.

In efforts to develop a program of career exploration for elementary school children, the Ellensburg, Washington public schools are testing an instructional system designed to present occupational information to children in grades 4 through 6. Its major purpose is to provide children at this early age with accurate information about the world of work that will help them in the future when they are required to make tentative educational and vocational decisions. An instructional system is a sequence of individualized learning experiences. The content at Ellensburg is divided into five major categories or job families, namely: White Collar, Manual, Service, Farm, and Armed Forces. The instructional content was derived primarily from basic sources: The Encyclopedia of Careers and Occupational Guides. Each of 13 subsystems is a sound slide

presentations designed as a self-instructional device. The pupil works at his own pace and is individually responsible for learning at each stage of the system. A carousel-type slide projector, synchronized audio-tapes, and a small screen are used as equipment. The basic modes of presentation are 35mm slide sequences, synchronized sound, printed visuals and drawings, and self-testing and feedback devices. The instructional system described here can be regarded as one technique in a grade-by-grade, developmental program which will acquaint children with the work aspect of life and increase their understanding of their own abilities and limitations. (JB)

Dinkel, M. R. Workers in the community: Study plan. Instructor, 1967, 76, 28-29, 110.

The author attempts to expand and revitalize the traditional community-helpers unit. There were four main concepts the author wanted the pupils to understand. They are: (1) a community has and needs many kinds of workers, (2) all workers and jobs are important, (3) it takes many people working together to produce and provide all the services and goods we need, (4) the workers in each family represented by a child in our class are important. In addition, the author helped the children build a background upon which sound vocational choices could be made in the future. Children were given a questionnaire concerning their parents' occupations while class discussions emphasized the occupational experiences in their particular community. Guests from the community came to the classroom to speak to the children and later, field trips were taken to various industries. Pictures and reports about workers were compiled into individual booklets. (JB)

Dubato, G. S. VOGUE: A demonstration system of occupational information for career guidance. Vocational Guidance Quarterly, 1968, 17, 117-119.

The Vocational Guidance in Education 1967-68 (VOGUE) is a followup to a 1966-67 Feasibility Study in New York. VOGUE is to demonstrate and test the effectiveness in career guidance of specially prepared occupational information. Twelve educational institutions were selected to demonstrate and evaluate the occupational information guides. It was established that there would be three different methods of dissemination of the guides: (1) microfilm reader, (2) microfilm reader-printer, and (3) the loose-leaf booklet. Students and counselors will be asked to evaluate the occupational guides. Forms have been designed for this purpose. Correlations will be made of the results between type of school and method of dissemination. (JB)

Fibkins, W. A different approach to sharing occupational information. The School Counselor, 1969, 16, 390-393.

A high school guidance counselor describes his unusual approach to giving occupational information to a group of students attending a B.O.C.E.S.

trade programs or spending a half-day in a work experience. For example the author played "How to Succeed in Business (Without Really Trying)." The song "Happy to Keep Your Dinner Warm" suggests the frustration of a wife in dealing with her husband's almost entire attention and energy to his job. The author attempted to generate communication among the students, the counselor, and the teacher in the following areas: (1) significance of man in present world; (2) changing pattern of family life; (3) relation between work availability and increasing population; (4) relation between food supply, foreign policy, and available occupations; (5) adolescent military obligations and foreign policy; (6) urban crisis; (7) Negro people, occupations and housing; (8) increasing political power of people under 25; (9) selection of a life style. (JB)

Erdrich, M. M. Career guidance: Small district gets help from business. School Management, 1968, 12, 123-4.

The author describes two class trips which were made to a nearby industrial area. High school students were able to observe and question people working at jobs the students were interested in. Students' reactions to the trips are included. The article discusses the typical small-town problem of trying to expose young people to the world around them--and specifically, to the world of work. Grovetown, New Hampshire is a community of 3,200 with about 650 public school students, 60% of whom go directly on to careers in business or industry and 5% to 10% go on to attend some kind of specialized school. (JB)

Goodson, S. Occupational information materials in selected elementary and middle schools. Vocational Guidance Quarterly, 1968, 17, 128-31.

Article discusses a study of occupational information materials for grades 1-8. The librarian at each school involved helped survey available material. The data revealed a preponderance of vocational books at the third grade reading level, which tapered off to the sixth grade with relatively little material for upper elementary grades. Another significant disclosure was the date of the copyright. Many of the occupations which have been written about were found to be obsolete or inappropriate for children of certain socio-economic levels. (JB)

Guide to local occupational information. Bureau of Employment Security (Department of Labor), 1966. (ED 016 088).

Under the United States Employment Service's Job Opportunities Information Program, state employment service agencies have surveyed and reported on job opportunities and other manpower information for their areas. This directory lists two principal types of studies developed as a part of this program--occupational guides and area skill surveys. Both provide information for designing training programs, for counseling in local employment service offices and schools, and for offering individual jobseekers and vocational counselors concrete information on job opportuni-

ties in specific occupations or groups of occupations. Occupational guides provide a concise summary of job duties, characteristics, and employment prospects for single and grouped occupations in a particular area or state. Area skill surveys relate community manpower resources to future occupational requirements--generally 2 to 5 years ahead. About 140 of these surveys are available and 44 are being developed. The directory lists occupational guides by occupational group, state, and over 750 individual job titles. Occupational guidance materials are listed for selected industries, occupational fields, and special worker groups. Area skill surveys are listed by state and locality. Dates of publications range from 1954 to 1965 with most having been published since 1960. (RIE)

Gutsch, K. U. and Logan, R. H. Newspapers as a means of disseminating occupational information. Vocational Guidance Quarterly, 1967, 15, 186-90.

This article presents a study designed to explore the amount and type of occupational information currently being published. Level of readability and its suitability in terms of the NVGA was determined. A pilot study was made of three large newspapers and jobs were broken down into thirteen categories. Publications were selected, content measured and data compiled. It was discovered that certain occupations (government and education) received more emphasis than others (medical, legal). Most material fell into "easy" or "hard" levels on the SRA readability scale. Most career information was vague and not suitable for guidance counselors or those seeking career information. Editors and journalists need to improve their approach to writing and examining vocational subjects. (CL)

Hayes, J. Role of occupational information in careers guidance. Educational Research, 1967, 9, 191-6.

School children need realistic and accurate information about a wider variety of occupations so they may develop realistic work-role expectations. The author suggests that if every school were to organize a careers course, by the time the child reached his leaving interview, he would have digested a considerable amount of occupational information. This would be of help not only to students but to the youth employment officer who would then be less concerned with disseminating occupational information. He could then be in a position to provide information and guidance fitted to individual needs. The article suggests a means of organization, teaching methods and activities for a careers course. It encourages effective utilization of a careers library. It warns against saturating the child through media and recruitment pamphlets because they do not give a realistic picture of many jobs. (JB)

Hopfengardner, J. D. (Ed.) Sources of occupational information. Columbus, Ohio: Ohio State Department of Education, 1966. (ED 020 398).

The 150 annotated references in the bibliography meet one or more of the objectives--(1) present sources of available occupational information, (2) identify materials presenting occupational information for students, counselors, and others involved in educational services, and (3) describe techniques for gathering, organizing and using occupational information. All references have been recently published and are grouped according to the sources--(1) U. S. Government publications, (2) state publications, (3) armed forces publications, (4) commercial publications, and (5) professional publications and periodicals. A list of popular periodicals which frequently contain articles about occupations or vocational choice, a list of organizations representing the occupations most frequently inquired about, and a list of local sources of occupational information are included. A subject and a title index are provided. (RIE)

Hoppock, R. and Brown, S. H. Occupational group conferences in grade two. Elementary School Guidance and Counseling, 1969, 4, 150-151.

Authors reported on how second grade children became more active participants in the language arts, learned about occupations, developed some attitudes toward work and workers, and how they acquired some accurate occupational information on which to build their youthful fantasies. The teacher began to involve the children in communicating by bringing a visitor to the class. The children were encouraged to question him about his job. Later, field trips and excursions by the children helped to acquaint them with other people and their jobs. Comments suggested that this project had helped to draw the community a little closer together. (JB)

Hughes, R. G. See for yourself: A doing approach to vocational guidance. Vocational Guidance Quarterly, 1965, 13, 284-6.

Realizing that the college visitation practice gave the counselor added depth in counseling his college bound students, suburban Philadelphia schools developed a similar program for the local industrial area. Working with the industries of the area and their representatives, counselors attempted to develop an awareness of the job possibilities, conditions and locations in the area. The main purpose was not to directly place the students but to make them aware of the local job situation. (MB)

Johnson, B. B. Occupational information center for education-industry; metropolitan Atlanta. Vocational Guidance Quarterly, 1969, 18, 41-44.

One of the recent practical approaches to helping counselors in Atlanta, Georgia area in their work with the career-planning aspects of guidance was initiated in October 1967 with the opening of the Occupational Information Center for Education-Industry. The agency serves

seven school systems in and around Atlanta. It was conceived by faculty members of the Georgia State College, in cooperation with representatives of approximately one hundred local businesses and industries, who have joined together to form the Merit Employment Association. It was established with funds from the Georgia State Department of Education. Its main purpose was to effectuate a liaison between business and industry and the public school in metropoliton Atlanta. (JB)

Jones, G. B. and Krumboltz, J. D. Stimulating vocational exploration through film-mediated problems. Journal of Counseling Psychology, 1970, 17 (2), 107-114.

The three experimental film treatments about banking jobs were (a) active-overt participation (subjects solved occupational problems and wrote answers), (b) active-covert participation (no writing), and (c) passive participation (problems not assigned). The four control treatments were regular banking career films, printed banking career information, printed general career information, and filler film. Two-hundred-seventy subjects were randomly assigned to the seven treatments within each of two schools in different socioeconomic neighborhoods. Criteria included expressed and inventoried interests in banking occupations, attitudes toward banking, and vocational exploratory activities. Findings: (a) experimental treatments were generally more effective than control treatments; (b) active participation in film-mediated problem solving generated more interest in banking occupations than passive participations; and (c) a precise decision favoring overt over covert responding in the active participation film versions cannot be made on many of the criteria. (Author)

Kaback, G. R. Occupational information in elementary education: What counselors do, what counselors would like to do. Vocational Guidance Quarterly, 1968, 16, 203-6.

Counselors in 588 elementary schools in the New York metropolitan area were asked to describe their school guidance program in relation to occupational and educational information and to indicate the type of school guidance programs they would develop if time and sufficient staff were available. From their responses the author found that counselors would like to expand the libraries and programs, improve the curriculum, and to establish teacher or parent workshops. Several new occupational information activities are suggested. (CL)

Kaback, G. R. Occupational information for groups of elementary school children. Vocational Guidance Quarterly, 1966, 14, 163-8.

Because children show early interest in the activities of various occupations, occupational information dissemination can begin at the lowest levels of school. Since younger children are interested primarily in

the actual work involved in an occupation, programs are discussed which acquaint the student with the actual work. Older children can discover the complexity of jobs, their interrelationships, their prerequisites, their advantages, and their disadvantages. Information programs of this sort are also detailed. Such information is particularly important in areas of low socio-economic status and high unemployment, the author notes. (MB)

Kaback, G. R. Automation, work and leisure: Implications for elementary education. Vocational Guidance Quarterly, 1965, 13, 202-206.

Children in grades one through four learn to appreciate the value of the different types of occupations that they see about them. The children examined the jobs of people who work at school and in the community. This was accomplished through discussions, filmstrips, texts, and pictures. The author also emphasizes the need to investigate how to form deeper relations with others through play. Article states that education must also be prepared to assist individuals with planning for leisure, for leisure is gradually becoming an important center of life in or of automation. (JB)

Kunze, K. Industry resources available to counselors. Vocational Guidance Quarterly, 1967, 16, 137-42.

Presents a spectrum of vocational information material that runs from abstract verbal representations of jobs to concrete direct work experiences, including publications, audiovisual aids, computer based systems, interviews with experts and etc., The article reports on a motivational plan "Stay in School Programs," and "Programs to Raise Occupational Sights." The author also suggests the need for greater rapport between counselor and industrial personnel. (JB)

Laramore, D. Career information center: An approach to occupational information, Santa Rosa, California. Personnel and Guidance Journal, 1969, 48, 55-56.

The author developed a Career Information Center to provide a service for students and counselors. The center makes it possible to obtain information about jobs through telephone conferences. It also provides assistance in arranging occupational talks at elementary, junior high, and high school levels on a regular basis. Interested persons may call a special number and a career information technician discusses the job from written information. If it appears appropriate the technician can arrange an appointment for the two parties to discuss the job at greater length. The Center was begun November 1, 1968, and as of April 1969, 250 telephone calls had been received, 61 speakers placed in schools, and three junior high schools have initiated vocational guidance units. (JB)

Laramore, D. Jobs on film. Vocational Guidance Quarterly,1968, 17, 87-90.

Author filmed people engaged in their occupation by using the Mark IV Projector which combines 8mm film and magnetic sound. Four high school students interviewed one person in a selected medical occupation. One of the four interviewed was filmed. Cost of each four-minute film is $35.00. The film method is versatile in that sound can be changed by erasing and re-recording job information as it changes. (CL)

Lawson, W. H. and Bancroft, J. Project NOTIFY--Needed Occupational Television Instruction For Youth. San Bernardino, California: San Bernardino Valley College, 1966. (ED 010 641).

An evaluation was made of the effectiveness of video tapes as a means of disseminating occupational information to high school students. After criteria for selection were determined, seven occupational areas were chosen for presentation by video tape. The television programs were designed to identify entry level jobs in the occupational areas covered, which were secretarial work, food retailing, department store retailing, automotive technology, lodging and food services, financial institution employment, and law enforcement. The population of the study consisted of 11th- and 12th-grade students in eight senior high schools. To determine the effectiveness of the program, a followup study was conducted by use of inventory questionnaires. A majority of the students had a very favorable reaction to the tapes, indicating that television in the classroom is an effective medium for providing occupational information. Student evaluations given in interviews two months after broadcast agreed closely with evaluations made immediately following broadcast. In order of amount of help given, with "high" listed first, the programs were ranked--(1) those that presented clear development of facts, (2) those that encouraged students to remain in school, and (3) those that motivated students to think about matters specifically related to job planning. Programs that acquainted students with available job possibilities were considered beneficial, with most benefit being gained by disadvantaged minority students. (RIE)

Learning = Earning: Television and film lessons for vocational education. Green Bay, Wisconsin: Northeastern Wisconsin In-School Television (NEWIST), Vocational Guidance Division.

The Vocational Guidance Division of NEWIST is producing thirty-two 20-minute instructional TV lessons aimed at assisting students in their search for self-understanding in relationship to their future and acquainting them with more than twenty employment areas. These lessons will be broadcast on a weekly basis each Friday over WLUK-TV in Green Bay in conjunction with and as a part of the regular NEWIST schedule. The lessons are available in 2" video tape for television broadcast or 1" VTR and/or 16mm film for individual school use. Any school

participating with the television broadcast will be provided with a Teacher's Guide for use in the classroom. To date, twelve lessons have been produced: "The Guidance Counselor & You (Part 1)," "Exploring Paper Industry Occupations," "Exploring Food Service Occupations," "Exploring Machine Trades Occupations," "Exploring Office Occupations," "Exploring Marine Construction Occupations," "Exploring Health Occupations," "Exploring Public Utility Occupations," "Exploring Transportation Occupations," "Exploring Telephone Company Occupations," and "Exploring Radio and Television Occupations." Plans are being made for producing ten to thirteen additional lessons this year. These lessons will cover areas in trucking, graphic arts, construction, conservation and recreation, metal fabrication, foundry work, distribution, dairy products, meat processing, and leather goods, In addition to these job opportunity areas, the Vocational Guidance Division has also purchased air rights to a series produced by the Delaware ETV Network entitled: "It's About Work." These seven lessons will be the introduction to the series in September. (Author)

Related Reference:

Stewart, C. and Kissinger, J. Schools use television to focus on job opportunities. Audiovisual Instruction, 1970, 15 , 59-61.

LeMay. An inexpensive address file for occupational information. Vocational Guidance Quarterly, 1965, 14, 55.

Using a looseleaf notebook, addresses of free or inexpensive job information are arranged alphabetically by job title and D.O.T. classification. The notebook format permits easy addition or withdrawal of materials. Author feels this is an inexpensive and practical way to compile occupational information source addresses, and a way to stimulate and facilitate counselor use of free or inexpensive materials. (JB)

Lisk, B. J. Looking at industry; an experiment in careers guidance. Times Education Supplement, 1968, 27-74, 153.

Author acquainted college students interested in jobs in industry with one particular industry. Here students could thoroughly learn the manufacturing process and the varied jobs required to produce a finished product. The class visited a shoe factory once each week of the term to discuss the work with one who actually performs it. They talked with the manager, a foreman, accountant, and personnel officer. The students learned the various control processes and the influence of the computer in all stages of assembly, material supply, and distribution. Author lists three reasons he feels the project was a success. (JB)

Martin, A. M. A multimedia approach to communicating occupational information to noncollege youth. Technical report. Pittsburgh, Penn-

sylvania: University of Pittsburgh, 1967. (ED 026 544).

The central purpose of the project's research efforts is its concentration on: (1) the placing of career development of noncollege bound in a learning theory framework, (2) how to communicate with and motivate the noncollege bound, and (3) the development of materials and techniques designed to provide the kind of stimulus that will permit an increase in the motivational levels of students and create conditions for the learning of those behaviors important to career planning and choice. A behavioral model on which to base guidance materials was developed by the project. This model includes three components that ought to be considered in conjunction with one another and are dependent upon one another namely, an informational component, a behavioral component, and a media component. These components allow a broad base for determining what career information is to be communicated and how it is to be communicated for a given guidance objective. Guidance curriculum units consisting of sample film modules and slide tapes for grades 8 through 12 were developed for use with noncollege disadvantaged youth. Audio-visual and other ancillary materials are in the planning and development stages. (RIE)

Related References

Martin, A. M. A multimedia approach to communicating occupational information to noncollege youth. Interim technical report. Pittburgh, Pennsylvania: University of Pittsburgh, 1967 (ED 017 005).

Martin, A. M. (Ed.) Occupational information and vocational guidance for noncollege youth. Proceedings of a Conference held at the University of Pittsburgh, March 11-13, 1966.

Martin, A. M. An interactive media for student and teacher growth. Audiovisual Instruction, 1970, 15 , 53-56.

Marusic, S. S. Use of occupational drawings to enhance vocational development. Personnel and Guidance Journal, 1969, 47, 518-20.

Missing in the literature regarding the teaching of occupational information are techniques involving the use of materials created by the students themselves. The method of utilizing the students' occupational drawings was compared to the traditional method taught in group guidance classes. The criterion instrument was developed, pre- and post-measures secured for both groups, and the statistical significance at .0005 level was computed between the experimental and the control group, favoring the experimental group. (Author)

Matczynski, T. Vocational education: A method that can be used. Journal of Secondary Education, 1968, 43, 131-3.

The author presents a program he has used with eighth grade culturally disadvantaged students. After an introductory unit and film strips, each student wrote to a company, college or industry for information. Each was required to make a report which was to include: general occupations of interest; one specific vocation; the work involved in that job; mental and educative requirements; description of industry a student visited; conclusions and bibliography. Author tells how he feels students benefited from the project. (CL)

Mobile Vocational Guidance Laboratory. Harlem Public Schools, Harlem, Montana.

The Mobile Vocational Guidance Laboratory is financed under a grant from the U.S. Office of Education under the Elementary and Secondary Education Act of 1965 (P.L. 89-10). The basic purpose of the unit is to provide service in Vocational and Occupational counseling to high school students in this area. An additional objective of the program is to make teachers, parents and citizens more aware of the need for vocational training in the immediate area as well as the state as a whole. With the increasing interest in area vocational schools, it is felt this program will bring about a more rapid development of such schools in North Central Montana. The Mobile Center is schedule to visit 24 high schools and indian agencies in the six-county area for a designated number of days. (Pro-rated over a period of one school year on the basis of school enrollment.) During each visit, the counselor would organize students to visit the Mobile Center in small groups representing their various vocational interests (example: business, aviation, mechanic, electronics, etc.) Each group of students is exposed to generalized group counseling including the utilization of 16mm film, slides, blackboard, overhead projection, etc. Secondly each student would have the opportunity to view strip films, 16mm, transparency presentations and video and tape, etc. related to his or her particular interests. Thirdly, each student has the opportunity to view model displays, pamphlets, brochures, etc. in a browsing situation. Lastly, each student would have a chance to meet individually with the counselor to discuss matters of interest to him. (Author)

Moser, D. C. Industrial-vocational guidance: The traveling classroom. Journal of Secondary Education, 1964, 39, 174-8.

A vocational program to meet the needs of college-bound and terminal students was established. The program was set up to give equal opportunity for any interested student to investigate a vocational choice, to research his own interests, abilities and to examine his choice, then to do the actual work for a time. From the administrative standpoint, it would afford a chance to investigate a new type of program to become aware of the industrial problems and needs of the local area, and to provide in-service training for counselor and teachers in industrial and vocational guidance. (JB)

Mullen, M. J. A volunteeer program in vocational information and career guidance for secondary schools. A handbook. Redwood City, California: Sequoia Union High School District, 1968. (ED 024 809).

Presented as a record of volunteer activities, this handbook is intended for the use of school administrators, teachers, and/or counselors who may wish to use volunteers in a school-community, career-guidance program. Possible activities may range from a simple vocational information center to a multi-faceted year-round program. The purpose of the school resource and career guidance program is to provide volunteer service which will supplement the effectiveness of school personnel in the fields of vocational information, career guidance, and cultural and educational enrichment. Among the conclusions are: (1) relationships with community parents, consultants, and volunteer workers give high school students more than vocational enrichment, and (2) such a program can provide the community with the kind of information which leads to active efforts in support of public education. (RIE)

Musselman, D. L. Career exposition: Big time version of an old guidance technique. Vocational Guidance Quarterly, 1969, 18, 49-53.

Author discusses a Career Explosition planned by school guidance personnel, and personnel managers in business and industry. The purpose of the exposition was to: (1) promote Ft. Wayne, Indiana as a city of opportunities for education, for training, and for employment; (2) increase awareness among school children, younger adults, and parents of the need for higher levels of vocational skills; (3) stimulate young people to study more carefully how to fulfill themselves as vocational citizens, and (4) relate education more closely to the business life of the community. The Career Exposition was a product of the dialogue between counselors and the business community. Its success is producing additional dialogue and developing new program plans. It has been a real energizer for all guidance activities. (JB)

Novak, B. J. Vocational agriculture teacher's role in guidance. Agricultural Education Magazine, 1965, 37, 204-5.

The vocational agriculture teacher must work in connection with the counselor and the total guidance program of the school. He must observe his students and learn their cumulative records. The agriculture teacher has the advantage of having a small group of people and large amount of time available to be with them. He needs to provide reliable information that will lead to the revising of career choices and to help the student be realistic about these choices. (CL)

Occupations for you, Part two. Alexandria, Virginia: Allington Corporation, 1968. (ED 029 946).

The booklet is intended to assist young people to secure information im-

portant to making vocational choices. Information about the following workers is included: (1) cashiers, (2) keypunch operators, (3) mail carriers and postal clerks, (4) secretaries, (5) shipping and receiving clerks, (6) stock clerks and general stock handlers, (7) typists, (8) outside salesmen, (9) sales clerks, (10) barbers, (11) beauty operators, (12) drycleaners, (13) hospital attendants and nurse aides, (14) laundry workers, (15) licensed practical nurses, (16) taxi drivers, (17) telephone operators, (18) waiters and waitresses, (19) commercial artists, (20) factory assemblers, (21) firemen, (22) policemen and policewomen. For each group, information is organized under the headings: (1) What They Do, (2) Training and Requirements, (3) Earnings and Working Conditions, (4) Employment Outlook, and (5) Where to Get Further Information. (RIE)

Related Reference:

Occupations for you, Part one. Alexandria, Virginia: Allington Corporation, 1968. (Ed 017 704).

Osipow, S. H. and Phillips, G. M. Vocational development through the introductory speech class. Vocational Guidance Quarterly, 1967, 16, 48-52.

Reports on a program that was designed to improve the students' communications skills and to facilitate the development of vocational maturity. The authors developed a basic communications course centered around several problems in the vocational development of adolescents. Freshmen (117) in college were queried as to their vocational plans and then divided upon the basis of their responses into one group with definite career goals and second without any plans. Students then made speeches relevant to vocational decisions. At the end of the term students handed in diaries in which they presented their reactions to the class. (CL)

Perry, P. E. Tommy's career choice: Skit. School Counselor, 1970, 17, 182-188.

This article presents a skit to help students look at themselves, their interests and future. This may be used for any type of assembly program for career information at the junior high level and above. The skit is intended to illustrate: (1) the importance of securing experienced guidance in choosing one's work, (2) the importance of knowing yourself, interests and capabilities, (3) the importance of being prepared. (JB)

Ritter, T. Project VISION: An approach to a model system of occupational employment information. Indianapolis, Indiana: Indiana Manpower Research Association, 1967. (ED 021 258).

The aim of Project VISION (Vocational Information System Involving Occupational Needs) is the development of a model system of local occupational

and employment information involving current and prospective manpower resources and requirements. Discussed in this presentation are the background and environment of the project, and some past, current, and future research activities. Although the project had, as its only basic guideline, the development of a model system of local occupational employment information to meet the needs of vocational education in Wisconsin, other areas of research were identified through reviewing existing information, defining the needs of vocational education, and answering problems referred by others in the field. During the early part of Project VISION, attention was focused on the language problem existing between vocational educators and employment service personnel. Current research projects include: (1) reviewing population and labor force data to build a data system on future supply, (2) identifying patterns of occupational mobility, (3) determining occupational needs on the basis of new expanding industries, (4) working with the Medvin Technique, and (5) doing a comprehensive employer survey. (RIE)

Savitzky, C. Introduction to vocations. Clearing House, 1968, 42, 539-42.

This article proposes ways to better equip noncollege bound students for their life of work. First, we must guard against transmitting false and inflated hopes and promises that do not accurately reflect the economic scene today. Second, automation is another area of reality for students to examine in depth, for it will have serious impact on their lives. Third, "Introduction to Vocations," should not involve career selection; it is more exploratory in nature. The goal is the transmitting of education from four-walled classrooms and rigid subject-matter into the community and world of work, and the encouraging of students to discover vocational realities and to learn how to face them. (JB)

Tyson, K. L. Resource guide to selected materials for the vocational guidance of slow learners, 1968. (ED 030 921).

This resource guide, compiled for reference use by teachers, counselors, and other people involved with the vocational guidance and education of slow learners, contains materials selected on the basis of having a direct use for or application to the specified area. While no consistent bibliographical form is used, the following categories have been designed to facilitate use of the guide: (1) audiovisual materials, (2) bibliographies, (3) classroom materials, including textbooks and self study materials, (4) curriculum materials, (5) periodicals in the area of vocational guidance for the slow learners, (6) professional materials intended to aid the teacher and counselor in keeping up to date on vocational guidance and occupational information applicable to the slow learner, and (7) research and demonstration projects of interest to helping persons in the field of vocational guidance for the slow learner. The research reported herein was funded under Title III, Elementary and Secondary Education Act #0224. (RIE)

Vairo, P. D. Occupational information: Need of American youth. Catholic Educational Review, 1965, 63, 468-70.

The author believes that occupational information can best be disseminated within the existing capabilities by the group method. First the group method can serve as a vehicle for transmitting many pertinent facts and points of general interest to the students. For example, contacts with professional people, skilled tradesmen, and managerial personnel can be made within the range of the classroom. Secondly, the group technique can serve to stimulate critical thinking about occupations in the minds of many students who otherwise would not be prompted to these considerations. It is also possible to introduce students to a wide breadth of occupations so that needs and interests of the students can be met. The group atmosphere, unlike individual counseling, gives the students an excellent opportunity to share with their classmates their feelings, attitudes, and experiences about their career aspirations. (JB)

Walsh, L. A. D.O.T. and the business educator. Business Education World, 1966, 46, 31-3.

Explains the use of the Dictionary of Occupational Titles (D.O.T.). It comes in two volumes and a programmed supplement is available to help one understand it. Volume I is essentially an alphabetical listing of 21,741 jobs. Each job listing includes in its definition the "what" and "why" of the job, plus a six-digit code indicating relationships among occupations not only in terms of work involved, but also in terms of work characteristics required. Volume II is a classification together with detail on worker-trait groups within areas of work. The D.O.T. can serve as the starting point in office occupations curriculum construction. By using the D.O.T. classifications, groups can identify career objectives in office occupations, then group appropriate subject area and practical experiences around these objectives. (JB)

Waterloo, G. E. NDEA: Guidance mobile units in Illinois. Audiovisual Instruction, 1966, 11, 825.

In order to provide vocational guidance to economically underdeveloped and sparsely settled areas, two mobile units were purchased by the State of Illinois. The 30-foot units were designed to provide space for instructional materials, a counseling room, and a study area for participants in the program. In addition to the usual vocational and career literature and kits, each unit is equipped with slide and filmstrip projectors and screens, record players, tape recorders and other audiovisual devices for use by students and parents. Three groups were given attention: (1) noncollege bound high school seniors; (2) unemployed high school graduates; and (3) high school dropouts. These units are serving 19 school districts in 12 counties of economically underdeveloped areas. (JB)

Weals, R. and Johnson, E. Doubled and vulnerable: A sociodrama on

vocational decision making. Vocational Guidance Quarterly, 1969, 17, 198-205.

The role of the parents and the counselor in vocational choice of students is the concern of this article. Problems, preconceptions and value judgment differences are explored through a guidance drama. The chief purpose of the drama is to expose parents to the vital influence they and their values play in a child's vocational decisions. No attempt has been made in this drama to answer questions and to give solutions. This sociodrama should be used only when a discussion period could follow. (JB)

Whitfield, E. A. and Glaeser, G. A. Project VIEW. History and development. San Diego, California: San Diego County Department of Education. (ED 026 675).

The Regional Center for the Collection, Synthesis, and Dissemination of Career Information for Schools in San Diego County was established as a pilot project (VIEW) in 1965. Participating institutions included the county department of education, colleges located in the county, and the California State Department of Employment. The present paper gives a history of VIEW through its pilot, developmental, and demonstration phases. Evaluation procedures and results involving students and counselors are presented. A junior college follow-up study and summer training workshop are discussed, with evaluations of these project components also included. A discussion of limitations and an outline of 1968-69 operations follow. (RIE)

Related References:

Whitfield, E. A. and Glaeser, G. A. A demonstration of a regional career information center; the VIEW system. A summary of research results 1967-68. San Diego, California: San Diego County Department of Education, 1968. (ED 029 318).

Whitfield, E. A. and Hoover, R. Regional center for collection, synthesis, and dissemination of career information for use by schools of San Diego County (developmental), July 1, 1966--June 30, 1967. San Diego, California: San Diego County Department of Education, 1967. (ED 015 513).

Pierson, G. N. and Hoover, R. and Whitfield, E. A. A regional career information center, development and process. 1967. (ED 015 260).

Gerstein, M. and Hoover, R. Regional center for collection, synthesis, and dissemination of career information for schools of San Diego County. Washington, D. C.: American Personnel and Guidance Association, 1966. (ED 011 382).

Banister, R. E. San Diego's career information center. California Education, 1966, 3, 27-29, 32.

Gerstein, M. and Hoover, R. VIEW: Vocational information for education and work. Personnel and Guidance Journal, 1967, 45, 593-6.

Glaeser, G. A. Media system geared to closing the occupational information gap: VIEW: Vocational information for education and work. School Shop, 1968, 27, 91-93.

Whitfield, E. A. and Glaeser, G. A. Microfilm approach to disseminating vocational information: An evaluation: Project VIEW. Vocational Guidance Quarterly, 1969, 18, 82-86.

Pierson, G. N., Hoover, R., and Whitfield, F. A. A regional career information center: Development and process. Vocational Guidance Quarterly, 1967, 15, 162-169.

Wurtz, R. E. Vocational development: Theory and practice. Vocational Guidance Quarterly, 1966, 15, 127-30.

After a brief explanation of the concept of vocational development, its philosophy and purpose are considered regarding typical high school practices. Occupational information filing systems and curricular organization are shown to be typically goal-oriented rather than consistent with the philosophy of vocational development. Alternatives are discussed. (MB)

Zak, A. P. Vocational guidance in the elementary school: Community-centered program spurs student interest. Chicago School Journal, 1965, 46, 308-13.

Most educators think of vocational guidance as being solely a function of the high school. Recent developments have indicated to the Chicago Public Schools and to other big city systems that elementary school children in the upper grades can frequently profit from vocational guidance counseling. The program described in this article depends heavily upon community resources to familiarize eighth grade pupils with the attractions and requirements of a number of kinds of employment in adulthood. (Author)